DOCUMENT RESUME

ED 350 179 SO 021 450

TITLE	Intimidad (Privacidad Personal) = Privacy. Level II. Student Book and Teacher's Edition.
INSTITUTION	Center for Civic Education, Calabasas, CA.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
REPORT NO	ISBN-0-89818-106-2; ISBN-0-89818-131-3
PUB DATE	87
NOTE	133p.; A product of the Law in a Free Society project. Supported by a grant from the Los Angeles County Bar Association. For related documents, see SO 021 452 and SO 021 454.
AVAILABLE FROM	Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($4).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
LANGUAGE	Spanish; English
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Bilingual Instructional Materials; *Citizenship Education; *Civics; Curriculum Guides; Democratic Values; Educational Objectives; Ethical Instruction; *Grade 2; *Grade 3; Instructional Materials; Learning Activities; Primary Education; *Privacy; *Spanish Speaking; Student Educational Objectives; Teaching Guides

ABSTRACT

This curriculum unit presents an overview of privacy as a concept intrinsic to the functioning of a democratic society. The unit requires students to examine the concept of privacy, some differences among individuals and cultures in relation to it, its benefits and costs, and its proper scope and limits. The curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of privacy. This edition of the curriculum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks, "Que es la intimidad o privacidad personal?" (What is privacy?). Unit 2 asks, "Como se explicaran las diferencias de conducta para conseguir la intimidad?" (What factors might explain differences in privacy behavior?). Unit 3 asks, "Cuales son los beneficios y los costos que causa la intimidad?" (What might be some benefits and costs of privacy?). Unit 4 asks, "Que abarca y hasta donde se limita la intimidad?" Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

INTIMIDAD
(PRIVACIDAD PERSONAL)

PRIVACY

Law in a Free Society

A Project of the Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91302
(818) 340-9320

Law in a Free Society is a civic education project of the Center for Civic Education, a California nonprofit corporation established by and affiliated with the State Bar of California.

©Law in a Free Society 1977

©Center for Civic Education, Spanish Language Edition 1987

All rights reserved. Except for use in a review, reproduction or transmittal of this work in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, and utilization of this work in any form in any information storage and retrieval system is forbidden without prior written permission of the publisher.

This Project has been supported by a grant from the National Endowment for the Humanities. The Federal Government disclaims the responsibility for any opinion or conclusions contained herein. The Federal Government reserves a non-exclusive license to use and reproduce for Government purposes, without payment, this material where the Government deems it in its interest to do so.

The Spanish language edition has been partially funded by a grant from the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice and by a grant from the Los Angeles County Bar Association.

ISBN 0-89818-106-2

Executive Director
Charles N. Quigley

Director of Curriculum Development
James L. Keane

Program Editor
Lin Oliver

Editorial Consultant
Jack N. Hoar

Contributing Writers
Mara Braverman
Marshall Croddy
Edward Hirsch
Jerold A. Rosen
Lee Siegel

Production Coordinator
Robyn Bailey

Filmstrip Illustrator
Susanne Baker

Student Book Illustrators
Emerick Zavada
Karen McBride

Cover Design
Lauren Hungerford

Law in a Free Society

Consultants

William Landau
Associate Professor of English
Los Angeles Pierce College

Richard P. Longaker
Provost
Johns Hopkins University
Baltimore, Maryland

Herbert Morris
Professor of Law and Philosophy
University of California, Los Angeles

Duane E. Smith
Associate Professor of Political Science
University of California, Los Angeles

Spanish Language Edition

Program Editor and Developer
Helena Villacres Stanton

Editorial Consultant
Estella T. Clark

Production Coordinator
Kenneth Rodriguez

Copy Editing and Layout
Deborah L. Reese-Stephens

Typesetting and Layout
Roslyn Danberg

Manuscript Preparation
Patricia Mathwig
Jan Ruyle

Executive Committee

Thomas A. Craven, Esq., President
Dr. Margaret Branson, Vice President
Dr. William L. Lucas, Secretary
A. Ronald Oakes, Chief Financial Officer
Richard P. Alexander
Hon. Read Ambler
Dr. R. Freeman Butts
Donald L. Clark, Esq.
John F. Cooke
Jane A. Couch
Dr. H. David Fish
Prof. C. Hugh Friedman
Ruth M. Gadebusch
Susan Hone
Hon. Richard Ibanez
Dr. William Johnston
Hon. Napoleon A. Jones, Jr.
James L. Keane, Esq.
Hon. Harry Low
Joseph P. McElligott
Hon. Douglas McKee
Richard P. Mesa
Leland R. Selna, Jr., Esq.
Hon. Benjamin Travis
Prof. Francis Villemain
Lynne Wasserman, Esq.
Howard K. Way
Pearl West

The development of these materials has been aided by the participation and assistance of elementary and secondary teacher consultants from the Los Angeles area and by teachers participating in Law in a Free Society field-testing programs throughout California and 22 other states.

CONTENIDO

Primera Unidad	**¿Qué es la intimidad o privacidad personal?**	**6**
Segunda Unidad	**¿Cómo se explicarán las diferencias de conducta para conseguir la intimidad?**	**11**
Tercera Unidad	**¿Cuáles son los beneficios y los costos que causa la intimidad?**	**14**
Cuarta Unidad	**¿Qué abarca y hasta dónde se limita la intimidad?**	**17**

EL DIBUJO DE BETTY

¿En qué lámina conserva Betty su intimidad?

A

A Betty le gustaba dibujar en su cuarto. No dejaba que su hermano Bill viera sus dibujos.

B

A Betty le gustaba mostrar sus dibujos a su mamá.

BILL, EL BEISBOLISTA

¿En qué lámina conserva Bill su intimidad?

C

Bill no dejaba que su hermana viera su gorra nueva.

D

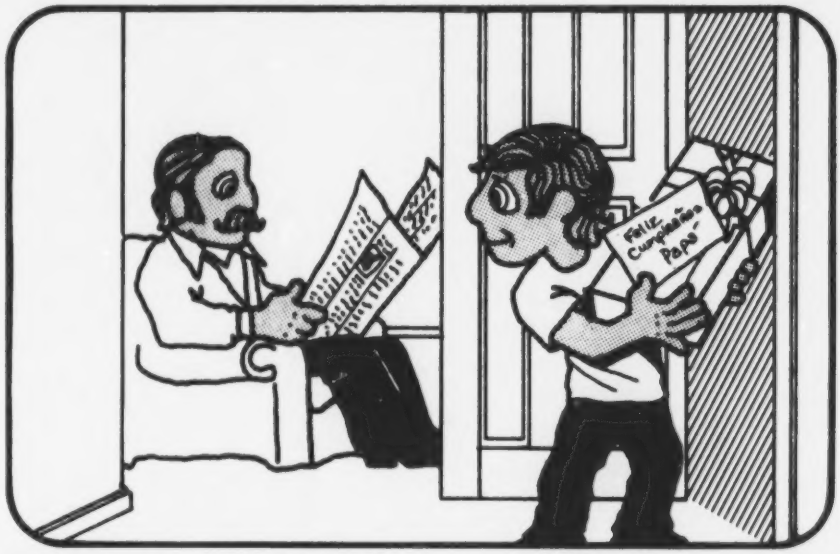
Bill les mostró su gorra nueva a todos los niños del equipo de béisbol.

BEST COPY AVAILABLE

ROBERTO Y DONNA

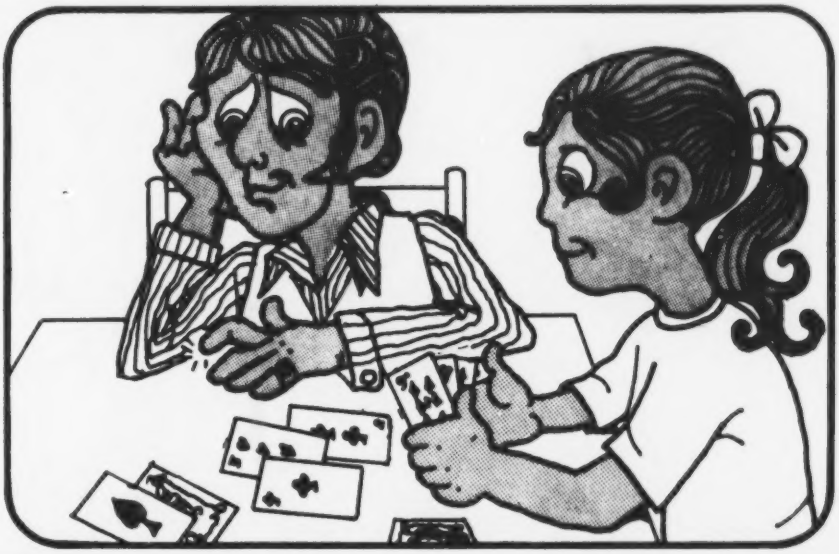
¿En cuáles láminas tenemos ejemplos de intimidad o privacidad personal?

A



Roberto escondió el regalo de cumpleaños de su papá, no quería que él lo viera.

B



Donna tenía un juego secreto. No dejaba que su hermano descubriera las reglas.

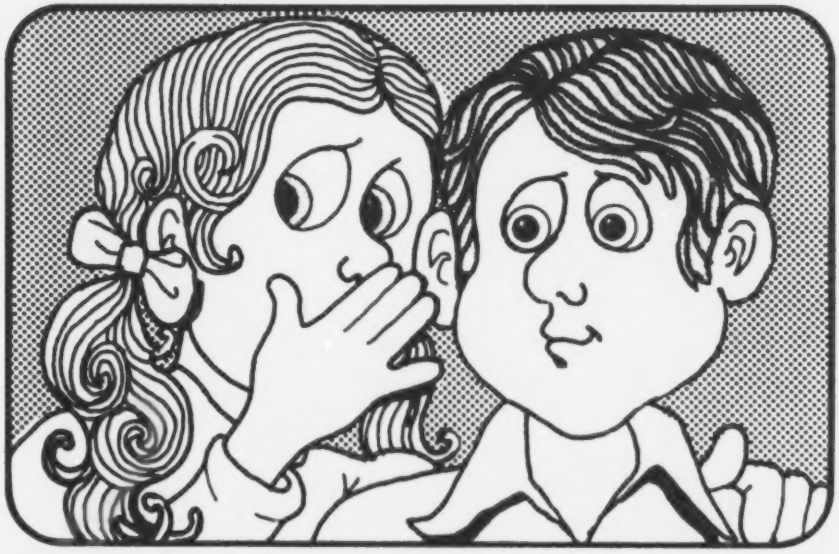
ELLEN Y DANNY

¿En qué lámina tenemos ejemplos de intimidad o privacidad personal?

C

Danny compró leche en la tienda, se la dio a su mamá.

D



Ellen le contó a Pete un secreto y no quería que se lo dijera a nadie.

BEST COPY AVAILABLE

UN REPASO DE LA INTIMIDAD O PRIVACIDAD

INSTRUCCIONES: Después de leer el cuento, marca con un círculo la respuesta que correctamente contesta la pregunta.

A Andy le gusta estar solo cuando toca el violín. Un día su amiga Sally le preguntó si podía oírlo. Pero Andy le contestó que no, que prefería estar solo cuando tocaba. No quería que nadie lo oyera, ni siquiera Sally.

PREGUNTAS

1. **¿Quién quiere guardar algo privado?**
   a. **Andy**
   b. **Sally**
   c. **nadie**

2. **¿Qué quiere esta persona mantener privado?**
   a. **jugar béisbol**
   b. **tocar el violín**
   c. **nada**

3. **¿A quién quiere esconderle esta persona su intimidad?**
   a. **a su perro**
   b. **a Sally y a los demás**
   c. **a nadie**

4. **¿Qué hace esta persona para conseguir su privacidad personal?**
   a. **se va al cine**
   b. **se queda con su amigo**
   c. **se queda solo**

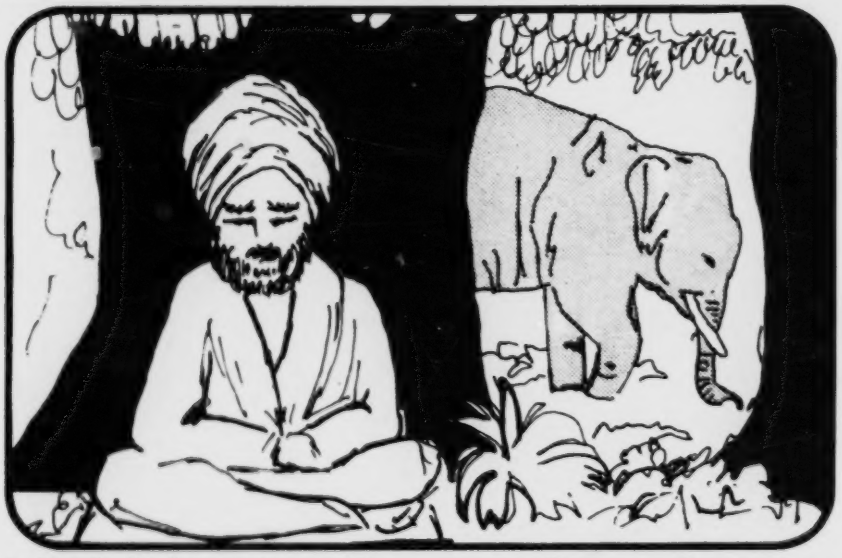
DOS MANERAS DE REALIZAR LA INTIMIDAD O PRIVACIDAD

¿Cómo logra cada persona su intimidad?

A

En casa Tukuram siempre estaba rodeado de otros niños. Por eso se iba solo a la selva para tallar sus figuritas de madera.

B



A Govinda le gusta meditar en paz. Por eso vive solo en la selva.

BEST COPY AVAILABLE

EN LA GRANJA

Mary Kent tiene nueve años. Vive en una granja lechera con sus padres y sus tres hermanas. La granja de los Kent no es muy grande, pero siempre hay mucho trabajo. Todos trabajan juntos. Cuando todos trabajan Mary no tiene la oportunidad de estar sola.

Mary se levanta muy temprano todos los días. Ordeña las vacas y les da de comer. Entonces se va a la escuela que está a tres millas, en su bicicleta. Allí le gusta pasar el tiempo con sus amigos. A algunos niños les gusta estar solos, pero no a Mary. Ella prefiere tener amigos que estar sola en la escuela.

Cuando vuelve a casa tiene más trabajo. Por fin, después de la cena, tiene tiempo para estar sola.

A Mary sí le gusta estar sola por unos momentos antes de acostarse. En esos momentos juega con sus carritos de bomberos. Nunca se los muestra a nadie, ni a su familia, ni a sus amigos.

UN REPASO DE LA INTIMIDAD O PRIVACIDAD

INSTRUCCIONES: Después de leer el cuento, marca con un círculo la respuesta que contesta la pregunta.

Pelusita es una patita que vive en una laguna. Vive con sus padres y sus quince hermanos. Como la familia es tan grande, la laguna siempre parece estar llena de patitos.

Lo que más le gusta a Pelusita es cantar. Pero le gusta cantar sola, sin que la oiga su familia. Entonces, todos los días Pelusita se sale de la laguna por un rato. Atrás de una planta puede estar completamente sola para cantar, cantar y cantar.

PREGUNTAS

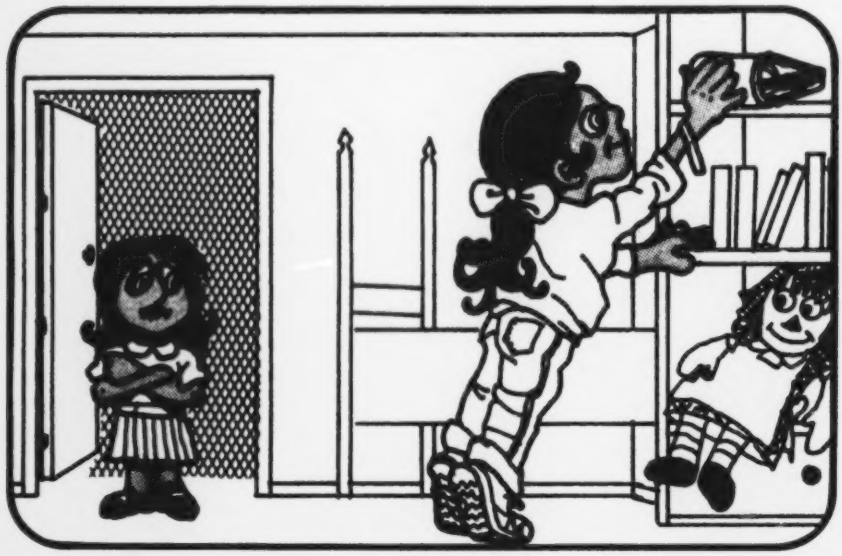
1. **¿Para qué quiere estar sola Pelusita?**
   a. **para jugar**
   b. **para cantar**
   c. **para nadar**

2. **¿Qué hace Pelusita para conseguir su intimidad?**
   a. **nada con sus hermanos**
   b. **se sacude las plumas**
   c. **se sale de la laguna para estar sola**

3. **¿Por qué es importante para Pelusita tener privacidad?**
   a. **porque no quiere a su familia**
   b. **porque les tiene miedo a los peces grandes**
   c. **porque le gusta estar sola cuando canta**

EL CUADERNO ROJO DE CARMEN

¿Qué es lo bueno, y qué es lo malo que resulta porque Carmen se goza su intimidad?



Carmen tiene un cuaderno forrado de rojo. Todas las noches, antes de dormirse, Carmen lo saca. Escribe en él todo lo que siente y lo que piensa. Se siente libre para escribir todo lo que ella quiera. Sabe que nadie más va a leer lo que pone en su cuaderno.

Carmen tiene una hermana llamada Inés. No deja que Inés lea su cuaderno. Tiene miedo que Inés se ría de algunas de las cosas que ha escrito. Cuando Carmen sale de su cuarto, esconde el cuaderno en la repisa más alta del estante. Inés es muy pequeña y no puede alcanzar esa repisa. Inés se enoja con Carmen porque no le deja leer su cuaderno.

¿BENEFICIOS O PROBLEMAS?

¿Qué pasa en este cuento cuando alguien consigue su intimidad?

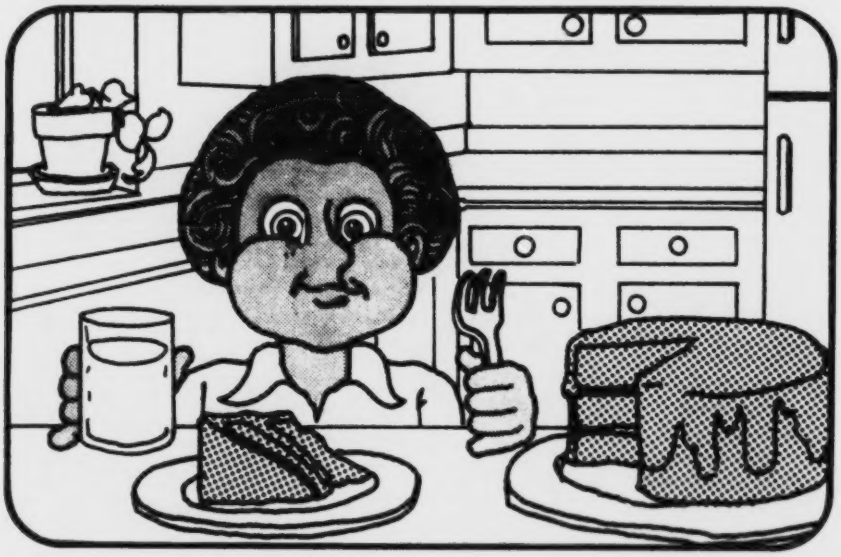
Audrey y su hermana Betty se peleaban mucho por unos juguetes. Audrey decidió hablar con su mamá sobre estas peleas. Entonces, ella y su mamá fueron a caminar por el parque. Sin su hermana presente, Audrey se sentía libre de contarle lo que pasaba.

Cuando Betty supo esto se molestó. Se sintió excluida y olvidada. Además, no le parecía bien que no le permitieran contar su versión de los hechos.

BEST COPY AVAILABLE

¿BENEFICIOS O PROBLEMAS?

¿Qué ocurre en este cuento porque alguien consigue intimidad o privacidad personal?



A Steven le encanta el pastel de chocolate. El le ayuda a su papá a preparar uno que le parece el mejor del mundo. Sus amigos le piden constantemente la receta. Pero Steven les dice que es un secreto de familia. Si les da la receta, su familia nunca más le confiará ningún secreto.

LA DECISION DE TUKURAM

¿Debería haber avisado Tukuram el lugar donde vivía el rey de los elefantes?

A

—Prometo nunca contarle a nadie donde vive el rey de los elefantes. —dijo Tukuram.

B

—Si el elefante ataca, alguien puede resultar muerto o herido, —dijo Sita.

BEST COPY AVAILABLE

REGLAS Y LEYES DE LA INTIMIDAD

Nunca se debe registrar un escritorio ajeno.

Nadie debe abrir una carta dirigida a otra persona.

GOTA, GOTA, GOTA

¿Qué debería hacer Wanda?

La familia Simmons vivía en el cuarto piso de un edificio de apartamentos. Una tarde Wanda Simmons miró por su ventana. Vio a unos amigos que estaban sentados en frente de su apartamento. Decidió salir ella también.

Wanda bajaba las escaleras. Cuando llegó al segundo piso vio que el techo goteaba. Wanda volvió a subir para ver lo que pasaba. Vio que la puerta del apartamento de la familia Jenkins estaba entreabierta. Se podía oír el sonido del agua que chorreaba.

—Seguranmente alguien se olvidó de cerrar una llave de agua, —pensó Wanda.

Tocó la puerta. Cuando nadie contestó, Wanda tocó otra vez. Preguntó si estaba alguien en casa. Pero nadie contestó.

Como los Jenkins eran amigos de su familia, Wanda pensó entrar de todos modos. Sabía que no se debia entra en apartamento de nadie sin permiso. Pero la gotera se estaba poniendo peor. Wanda se quedó allí parada pensando.

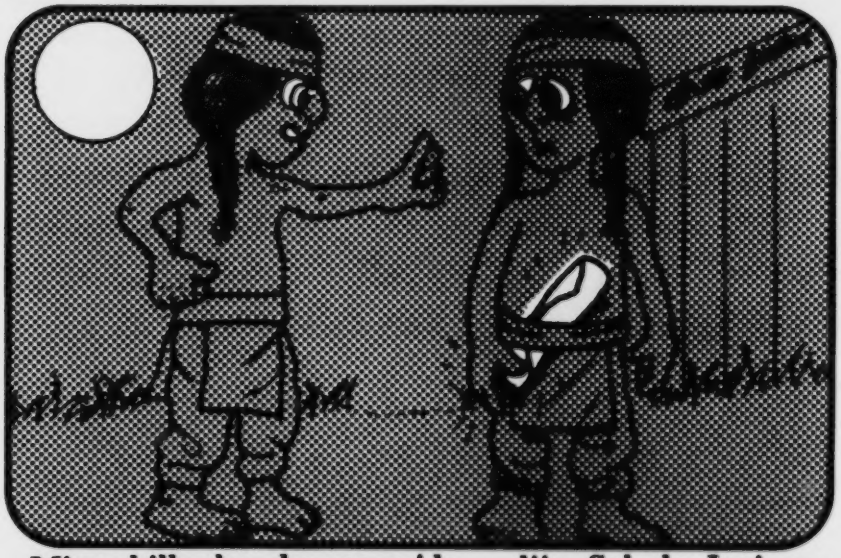
¿Qué crees que debería haber hecho?

LA PLUMA MAGICA

A

—Es una pluma mágica que brilla en la oscuridad, —se dijo Ojos Grises.

B



—Mi cuchillo ha desaparecido, —dijo Sol de Invierno. —¡Yo creo que tú lo tienes!

BEST COPY AVAILABLE

UN REPASO DE LA INTIMIDAD O PRIVACIDAD

INSTRUCCIONES: Marca con un círculo la letra de la respuesta correcta.

1. **¿Quién quiere guarda algo privado?**
   a. **El papá de Ojos Grises.**
   b. **Sol de Invierno.**
   c. **Ojos Grises.**

2. **¿Qué quiere mantener privado?**
   a. **No quiere decir donde ha estado.**
   b. **No quiere decir lo que hay en el trapo.**
   c. **No quiere que nadie sepa que llegó tarde a casa.**

3. **¿Por qué quiere mantenerlo privado?**
   a. **Para que la pluma mantenga su poder mágico.**
   b. **Para que nadie encuentre su cuchillo.**
   c. **Para que su papá no sepa que se ha perdido.**

4. **¿Quién se opone a que conserve su intimidad?**
   a. **El papá de Ojos Grises.**
   b. **Sol de Invierno.**
   c. **Ojos Grises.**

5. **¿Por qué se opone a que conserve su intimidad?**
   a. **Para que todos tengan poderes mágicos.**
   b. **Para poder ver si el cuchillo está en el trapo.**
   c. **Para que Ojos Grises nunca se vuelva a perder.**

La siguiente pregunta tiene más de una respuesta correcta.

6. **¿Qué pasará si Ojos Grises no le muestra a Sol de Invierno lo que tiene en el trapo?**
   a. **Ojos Grises conservará su poder mágico.**
   b. **El paño se ensuciará mucho.**
   c. **Sol de Invierno se enojará con él.**
   d. **Sol de Invierno se alegrará.**

7. **Mira las respuestas que marcaste en la pregunta 6. Pon una "B" al lado de la respuesta que muestre algo bueno que pasa. Pon una "P" al lado de la respuesta que muestre un problema.**

LAW IN A FREE SOCIETY

A civic education project of the Center for Civic Education, a California nonprofit corporation established by and affiliated with the State Bar of California.

BEST COPY AVAILABLE

INTIMIDAD
(PRIVACIDAD PERSONAL)

PRIVACY

BEST COPY AVAILABLE

INTIMIDAD
(PRIVACIDAD PERSONAL)

PRIVACY
Teacher's Edition

Level II

Law in a Free Society

A Project of the Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91302
(818) 340-9320

Law in a Free Society is a civic education project of the Center for Civic Education, a California nonprofit corporation established by and affiliated with the State Bar of California.

©Spanish Language Edition 1987

©Law in a Free Society 1977

All rights reserved. Except for use in a review, reproduction or transmittal of this work in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, and utilization of this work in any form in any information storage and retrieval system is forbidden without prior written permission of the publisher.

This Project has been supported by a grant from the National Endowment for the Humanities. The Federal Government disclaims the responsibility for any opinion or conclusions contained herein. The Federal Government reserves a non-exclusive license to use and reproduce for Government purposes, without payment, this material where the Government deems it in its interest to do so.

The Spanish language edition has been partially funded by a grant from the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice and by a grant from the Los Angeles County Bar Association.

ISBN 0-89818-131-3

Executive Director
Charles N. Quigley

Director of Curriculum Development
James L. Keane

Program Editor
Lin Oliver

Editorial Consultant
Jack N. Hoar

Contributing Writers
Mara Braverman
Marshall Croddy
Edward Hirsch
Jerold A. Rosen
Lee Siegel

Production Coordinator
Robyn Bailey

Filmstrip Illustrator
Susanne Baker

Student Book Illustrators
Emerick Zavada
Karen McBride

Cover Design
Lauren Hungerford

Law in a Free Society

Consultants

William Landau
Associate Professor of English
Los Angeles Pierce College

Richard P. Longaker
Provost
Johns Hopkins University
Baltimore, Maryland

Herbert Morris
Professor of Law and Philosophy
University of California, Los Angeles

Duane E. Smith
Associate Professor of Political Science
University of California, Los Angeles

Spanish Language Edition

Program Editor and Developer
Helena Villacres Stanton

Editorial Consultant
Estella T. Clark

Production Coordinator
Kenneth Rodriguez

Copy Editing and Layout
Deborah L. Reese-Stephens

Typesetting and Layout
Roslyn Danberg

Manuscript Preparation
Patricia Mathwig
Jan Ruyle

Executive Committee

Thomas A. Craven, Esq., President
Dr. Margaret Branson, Vice President
Dr. William L. Lucas, Secretary
A. Ronald Oakes, Chief Financial Officer
Richard P. Alexander
Hon. Read Ambler
Dr. R. Freeman Butts
Donald L. Clark, Esq.
John F. Cooke
Jane A. Couch
Dr. H. David Fish
Prof. C. Hugh Friedman
Ruth M. Gadebusch
Susan Hone
Hon. Richard Ibanez
Dr. William Johnston
Hon. Napoleon A. Jones, Jr.
James L. Keane, Esq.
Hon. Harry Low
Joseph P. McElligott
Hon. Douglas McKee
Richard P. Mesa
Leland R. Selna, Jr., Esq.
Hon. Benjamin Travis
Prof. Francis Villemain
Lynne Wasserman, Esq.
Howard K. Way
Pearl West

The development of these materials has been aided by the participation and assistance of elementary and secondary teacher consultants from the Los Angeles area and by teachers participating in Law in a Free Society field-testing programs throughout California and 22 other states.

CONTENTS

Preface		1
Introduction		2
Unit One	**What is Privacy?**	7
	Lesson One	8
	Lesson Two	12
	Lesson Three	15
Unit Two	**What factors might explain differences in privacy behavior?**	20
	Lesson Four	21
	Lesson Five	24
Unit Three	**What might be some benefits and costs of privacy?**	28
	Lesson Six	29
	Lesson Seven	32
Unit Four	**What should be the scope and limits of privacy?**	35
	Lesson Eight	36
	Lesson Nine	40
	Lesson Ten	43

PREFACE

What is the Law in a Free Society project?

Law in a Free Society is a civic education project of the Center for Civic Education, a California nonprofit corporation established by and affiliated with the State Bar of California. The project is conducted with the cooperation of faculty of the University of California and other institutions of higher learning, school districts, bar and judges' associations, and other organizations, groups and agencies in California and throughout the United States.

The project's principal task is the development and dissemination of new curricula in civic education. To aid educators to meet the challenge of preparing youth for informed and responsible citizenship, Law in a Free Society offers a variety of materials and services, including K–12 multimedia classroom materials, teacher training materials, and assistance in staff and program development.

What are some of the essential characteristics of the Law in a Free Society curriculum?

The Law in a Free Society curriculum is based on eight concepts fundamental to an understanding of our constitutional democracy: **Authority, Responsibility, Privacy, Justice, Participation, Property, Diversity,** and **Freedom.** The curriculum is interdisciplinary, drawing from, rather than focusing on, the teaching of specific disciplines such as political science, economics, sociology, anthropology, psychology, law, and philosophy. This approach has facilitated the development of a curriculum particularly suited for civic education programs for elementary and secondary schools.

Since understanding and attitudes develop at an early age, the Law in a Free Society instructional units begin in kindergarten and progress in scope and complexity through six levels, from Level I for kindergarten-grade 1 to Level VI for grades 10–12. The program has been developed so it can be integrated into social studies and humanities curricula at all levels.

What are the principal objectives of the project?

The project's programs are intended to promote among students the development of (1) an increased understanding of the institutions of our constitutional democracy and the fundamental principals and values upon which they were founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) an understanding of and willingness to use democratic processes when participating in making decisions and managing conflict.

What rationale underlies the Law in a Free Society project?

A constitutional democracy, more than any other form of government, presupposes and depends upon an enlightened and responsible citizenry. A fundamental hypothesis underlying the Law in a Free Society project is that education can increase a person's capacity and inclination to act knowledgeably, effectively, and responsibly. It follows that the role of educational institutions must be to help students increase their capacity to make intelligent choices for themselves. The alternative, indoctrination in "correct" behavior, is an improper role for educational institutions to play in a free society and one which has had, in general, the opposite effect of that which its proponents predicted.

This position is consistent with the responsibility of public schools in a free society to maintain an environment in which there is respect for the dignity of human beings, legitimate authority, a rule of law including due process of law, equal opportunities for students to grow and develop, and open inquiry and debate.

We believe that learning experiences provided by our curriculum based upon this philosophy result in significant progress toward students' development of a rational and profound commitment to those principles, processes, and values essential to the preservation and improvement of our free society.

The English-Spanish Bilingual Edition has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. This edition has been developed on the assumption that the explanation of concepts in Spanish will help students achieve the "comprehensible input" required to enhance English language acquisition.

INTRODUCTION

Privacy involves the "right to be left alone." More precisely, it involves the right of individuals, groups, or institutions to determine for themselves when, how, and to what extent information about them is communicated to others.

It seems apparent from both common knowledge and recent scientific observations that people require physical and psychological distance from their fellow human beings. This distance enables them to function effectively and to preserve their autonomy, their personality, and their essential dignity as human beings. Privacy also has been related to the preservation of such important values as freedom of belief, thought and expression, and the preservation and improvement of a free society.

The great value placed on privacy in American society is reflected in the guarantees of the right to privacy which are provided in the Constitution, such as the Fourth Amendment's protection against unreasonable searches and seizures. The scope of these Constitutional protections has led in recent years to criticisms from many people, in particular those fearful that governmental agenices may not be able to gather information necessary for the enforcement of the law.

While some may fear that the scope of Constitutional protections of privacy is too great, others are fearful that the right to privacy is in great danger because of lawful and unlawful efforts by individuals and groups to gain information about citizens—efforts which are often enhanced by increasingly sophisticated technology. Thus, while some make complaints about excessive Constitutional protections of the right to privacy, others assert that *1984* is here or just around the corner. Debate on the proper scope and limits of the right to privacy, in light of other legitimate values and interests of society, is inevitable and likely to continue. This curriculum requires students to examine the concept of privacy, some differences among individuals and cultures in relation to it, its benefits and costs, and its proper scope and limits.

The Conceptual organization of the Privacy curriculum

This curriculum is organized around topical questions which provide a systematic approach to the analysis and evaluation of privacy in its social, legal, and political contexts. A subject as complex as privacy may be approached in a number of ways. The approach reflected in this curriculum is intended to be a practical means of organizing learning experiences for students from kindergarten through twelfth grade.*

The following outline of the Privacy curriculum is designed to provide teachers with an overview of the content and objectives of the curriculum as they are dealt with from kindergarten through twelfth grade. However, it should be understood that not all elements of the curriculum which are discussed in this introduction are addressed at each level, and therefore, some elements may not be covered in the lesson plans which follow.

Unit One—What is privacy?

The concept of privacy encompasses a wide and complex range of human behavior.**

---

*A review of the following curriculum will reveal that many important and interesting questions related to privacy have been omitted. Some of these questions will be dealt with in the curriculum and materials being developed on other concepts, such as Property, Freedom, and Justice. However, some questions have been left out of the curriculum due to our attempt to limit the amount of time required for the curriculum on each concept and our judgment of what were the most important questions for most students to deal with. Teachers interested in expanding the course of study beyond the content of the lessons provided may be assisted by the enrichment activities which follow each unit and by the project's teacher-training materials on each of the concepts.

**The civic education goals of this curriculum, as well as other considerations, have led to an arbitrary limitation of issues to be analyzed and discussed under the topic of privacy. For example, the curriculum omits discussion of the topic of private ownership of property in its relation to privacy. This topic, closely linked to the control of information about oneself that characterizes privacy, is left to the curriculum on Property.

As a first step in developing students' understanding of privacy, a working definition of the concept is set forth in terms comprehensible to students. Essentially, for the purposes of this curriculum, we say that privacy exists when one or more persons restrict the access of one or more other persons to a certain thing or things (the "object" of privacy). Students learn to recognize a variety of possible objects of privacy, such as communications, private facts about oneself, one's actions, one's thoughts and feelings, and space or territory.

The next step is an investigation of common ways people behave to establish or maintain privacy. These include such behaviors as isolating oneself, maintaining secrecy, maintaining intimate relationships, maintaining confidential relationships, and excluding others from space with which one identifies. (Specific examples of each are found in the Unit Overview for Unit One within the body of this teacher's edition.)

The relationship between such terms as privacy, secrecy, intimacy, and confidentiality is also dealt with in this unit. Students learn that secrecy is a form of privacy, that is, keeping something secret is one way to have privacy. Intimacy and confidentiality are seen as two sub-categories of secrecy in that they involve two different ways in which secrets are shared by two or more people. Intimacy involves the keeping of shared secrets in close personal relationships while confidentiality involves the keeping of shared secrets in professional relationships, such as that between doctor and patient.

The development of students' ability to identify examples of privacy in these various forms is seen as a necessary prerequisite to providing them with the knowledge and skills needed to discuss a wide range of privacy issues intelligently.

Unit Two—What factors might explain differences in privacy behavior?

To further their understanding of privacy, students examine the privacy behavior of individuals and groups in various situations and cultures. Students learn that, although privacy is sought after in all cultures, there are often great differences in the privacy behavior of individuals.

Students examine two general ways in which privacy behavior may differ. First, they observe that people may choose to keep different objects private. For example, some people may wish to keep their age and weight private, whereas others may wish to keep their political or religious beliefs private. Second, privacy behavior may differ with regard to the means people use to restrict access to objects of privacy. For example, in one culture custom may dictate not eavesdropping on conversations held in public places, whereas in another culture such a custom might not exist, and private conversations would have to be held in isolation.

Students then observe and examine similarities and differences in privacy behavior and attempt to develop explanations for them. Students learn that certain factors may be generally useful in hypothesizing explanations for individual privacy behavior. These might include (1) an individual's family environment, past and/or present, (2) an individual's occupation or role, (3) an individual's past experiences, (4) the opportunities for privacy that are available to the individual, (5) the value placed on privacy by the social and political culture of which the individual is a member, and (6) the value that the individual places on other things, such as the importance of social relationships. Students learn that neither these nor any factors can be connected directly or causally with any particular behavior because of the essential complexity of all human behavior. Such explanations may well foster an understanding that much privacy behavior, which at first glance may seem unusual, is in reality both functional and reasonable considering the social and cultural context within which it occurs.

Unit Three—What might be some benefits and costs of privacy?

Privacy carries with it certain benefits and costs for individuals, groups, and for the society as a whole. An understanding of the benefits and costs of privacy in general and in specific situations is essential in order to make intelligent decisions about what the scope and limits of privacy should be. This fundamental question regarding scope and limits is one that students will be called upon to address in the following unit.

Students learn to identify the consequences of privacy in a particular situation and to classify those consequences as benefits or costs.

These materials have been developed with the expectation that students will adopt the point of view of detached, neutral observers when classifying consequences of privacy as benefits or costs rather than adopting the points of view of characters in the stories and hypotheticals. The only exception of this approach is when students are specifically instructed to adopt the

point of view of particular persons or groups (as in the role-playing activities).

Even among detached observers, however, there may be reasonable differences of opinion about the classification of consequences as benefits or costs.

The following is a list of some of the common benefits and costs of privacy.

1. Benefits might include:

   a. Freedom, that is, privacy may foster a sense of self-sufficiency and self-direction and the ability to think and act as one pleases without excessive or unnecessary inhibitions from external forces. Thus it may also reduce the chances for a society to become authoritarian or totalitarian.

   b. Intimacy, that is, privacy may be essential for the development and maintenance of warm and affectionate relationships.

   c. Individuality, that is, privacy may be essential for the development of one's personality, unique perceptions, modes of behavior, etc.

   d. Autonomy, that is, privacy may be essential for the development and exercise of self-government by an individual or group.

   e. Trust, that is, the development of trust between people may require privacy or secrecy.

   f. Security, that is, privacy may foster feelings of security in situations in which one may be vulnerable, such as when discussing matters of potential embarrassment.

   g. Creativity, that is, privacy may be necessary for creative thinking or work.

   h. Candor, that is, knowledge that privacy may be respected may encourage candid revelations and discussions.

   i. Protection of economic interests, that is, privacy may protect economic interests through the non-disclosure of formulas, inventions, etc.

2. Costs might include:

   a. Loss of stimulation, that is, privacy may prevent the exchange of ideas and information.

   b. Alienation and loneliness, that is, privacy may cut off human contact and thus cause a sense of estrangement from others.

   c. Misbehavior, that is, privacy may prevent authorities from discovering or preventing misbehavior.

   d. Resentment, that is, privacy might foster feelings of fear, resentment, and hostility on the part of those who are excluded.

   e. Possibility of uncorrected error, that is, privacy may make it difficult for errors in thinking (such as misunderstandings) or in records to be corrected.

   f. Irresponsibility, that is, privacy may foster irresponsible behavior due to a lack of observation by others.

   g. Financial costs, that is, in order for privacy to be maintained, additional financial costs may have to be incurred, such as the cost of security precautions taken by private corporations or government agencies.

   h. Lack of availability of information, that is, beneficial or essential information may not be available because it is being kept private.

   i. Accountability, that is, since privacy may remove a person from public view, the ability to hold that person accountable for his or her actions may be impaired.

Unit Four – What should be the scope and limits of privacy?

This topical question focuses upon one of the most important aspects of the curriculum. Most of what has been included in prior units, while of value in itself, has been designed to prepare students to make decisions about the scope and limits of privacy in specific situations.

Students are helped to realize that if privacy is to be established or maintained in such a manner as to maximize benefits and minimize the costs discussed in Unit Three, considerable thought must be given to making decisions regarding the proper scope and limits of privacy.

Students are introduced to a procedure and set of considerations which are useful in analyzing conflicts over privacy and secrecy, evaluating alternative

courses of action, and making decisions about what the scope and limits of privacy should be in specific situations.

Procedure for analyzing and evaluating conflicts over privacy and secrecy.

1. Identify the person (or group or institution) whose claim to privacy (or secrecy) is at issue. Then
   a. identify the object of privacy (or secrecy),
   b. identify the means used to restrict access, and
   c. identify the purposes and values of the claimant.
2. If applicable, identify the person (or group or institution) who opposes the claim to privacy. Then
   a. identify the proposed or actual manner of invasion of privacy and
   b. identify the purposes and values of the opponent of the claim.
3. Identify other considerations relevant to resolving the conflict, such as
   a. consent by the claimant to the invasion of his or her privacy.
   b. Fourth Amendment rights,
   c. obligations arising out of confidential relationships,
   d. obligations arising out of contracts, or
   e. other legal, moral, or political obligations to reveal or refuse to reveal information.
4. Suggest alternative ways of dealing with the conflict, including the recognition or rejection of the right of the claimant, and determine the benefits and costs of each.
5. Choose from among the alternative ways of dealing with the conflict and explain the basis for the choice.

Using the Materials

This module contains three components.

1. A set of four sound filmstrips including tape cassettes
2. Thirty student books
3. A teacher's edition including evaluation materials

Briefly, these components are designed to serve the following functions.

1. **Filmstrips** – The four filmstrips contained in this module are chapters of a fanciful or dramatic story which raises issues related to privacy. They are designed to motivate students' interest and to provide them with an introduction to some issues related to privacy based on the curriculum's framework. Each chapter focuses on one or two of the topical questions discussed above and builds on what has happened before. Suggestions for discussing each chapter are included in the lesson plans. After this initial discussion of the subject has taken place, further learning and application are accomplished by the use of materials in the student book.
2. **Student book** – The student materials are designed to extend the learnings initiated by the filmstrip and to provide opportunities for application in a variety of situations. The student book, like the filmstrip, is organized according to the four-part conceptual scheme outlined above. The content of the student books varies from level to level, with captioned illustrations and brief stories predominating at lower levels while extended stories, exercises, historical readings, and legal cases are included at higher levels. Guidelines for the coordinated use of the filmstrip and student book are contained in this teacher's edition.
3. **Teacher's edition** – This book contains guidelines for the use of the student book and filmstrips. Specifically, this teacher's edition contains overviews and objectives for each unit and lesson, specific suggestions for conducting learning activities and for the use of the materials, discussion questions, and examples of relevant student responses to those questions and to the questions found in the filmstrips and student books. Student book pages are reproduced at appropriate points in the teacher's edition.

Each lesson plan has been developed to provide maximum assistance for the teacher. The step-by-step approach is one systematic way of dealing with the subject of privacy. In some cases, alternatives are suggested to provide for flexibility depending on teacher preferences.

It should also be noted that the suggested student responses are intended to be examples only; the listings are not exhaustive and other reasonable responses should be accepted. The evaluation materials for classroom use are included in both the student books and teacher's edition, with the latter also containing suggested responses and scoring criteria.

Duration of course of study

The recommended duration of the course of study on Privacy is as follows:

Level I	2 weeks	Level IV	3 weeks
Level II	2 weeks	Level V	4 weeks
Level III	2 weeks	Level VI	4 weeks

Each lesson in this teacher's edition is designed to be taught in one class period (varying from 25-30 minutes at Level I to 45-50 minutes at Level VI). Of course, actual time required to complete a lesson may be different from these estimates, depending upon the characteristics of your students and the extent of their responses to a particular activity.

Teaching methods

These materials incorporate a conceptually oriented inquiry approach which calls for active participation by students. The approach stresses the development of analytical and evaluative skills which will enable students to apply basic substantive knowledge to a wide variety of situations. The activities built into the lesson plans in this teacher's edition include directed discussion, role playing, and debate, as well as skill-building exercises found in the student book. Students are encouraged to develop their abilities to think logically and analytically by means of inquiry. In order to do this, it is important to cultivate a classroom atmosphere in which students, under the teacher's direction, can discuss freely the issues raised by the materials. It is through this process that students will learn to recognize and take reasoned and informed positions on issues of importance to them.

The term "role-playing activity" as used here signifies classroom excercises in which students take the roles of various participants in an institutional process such as a court trial or legislative debate. Students can obtain valuable practice in information gathering and decision making by use of this method. It provides a unique opportunity for students to learn through direct experiences about institutions and the processes and procedures governing them, as well as interactions with others. The situations can be real or hypothetical. It is highly desirable to hold a critique or post-discussion soon after the role playing has been concluded. Such a discussion should elicit awareness of the salient issues, considerations, and values involved, as well as of the processes themselves.

Evaluation

The materials for assessing student attainment of the objectives are found at various points in the student books and teacher's edition. The evaluation materials reflect a compromise between a desire to provide materials which will test student attainment of complex and high-level objectives and the desire to provide evaluation materials which can be easily scored and interpreted.

We have labeled the evaluation materials "exercises" and encourage the practice of having students correct their own exercises. It should be noted that, due to the nature of this subject, there are in some instances a number of correct responses to a particular item. We have attempted to identify items where this might occur. The scoring criteria included after evaluation exercises are intended as guidelines and should not be interpreted as absolute. Each teacher should feel free to establish other criteria for acceptable performance on the evaluation exercises based on the characteristics of his or her class.

The exercises should not be considered the only valid method for evaluating student attainment of the objectives. Rather, they should be considered supplemental to the teacher's own observations and judgments.

Spanish-language materials

This edition contains suggestions for the bilingual teacher which will help him/her explain to Spanish-speaking students, in their own language, the objectives of the lessons and the content of the filmstrips and stories. Discussion questions in Spanish are also included.

Not all suggested questions and explanations need to be used. The teacher's discretion is recommended, in the assumption that as students become more proficient in English, the degree to which Spanish is required will diminish.

What is privacy?

UNIT ONE

UNIT OVERVIEW

This unit is designed to help students develop an understanding of privacy. The principal goal is for students to learn to identify and describe examples of privacy in a wide range of situations. To accomplish this goal, students identify elements useful in distinguishing between situations in which privacy exists and other situations. Students learn that privacy exists when one or more persons restrict the access of one or more other persons to a certain thing or things (the "object" of privacy).

An object of privacy may be (1) a communication, such as a letter or telephone conversation, (2) one's actions, such as the reading of a book, (3) one's thoughts and feelings, such as feelings of love or fear, or (4) space with which one identifies, such as one's room or home. (It should be noted that it is not an example of privacy when access is restricted to something which is not an object of privacy. For example, if one person restricts another from walking down a public street, that is almost certainly not an example of privacy.)

To further extend their understanding of privacy, students learn to identify common ways people behave in order to restrict access to objects of privacy. For example, one may restrict access by

1. isolating oneself, for example, by closing oneself in a room or choosing to live in a remote area,
2. maintaining secrecy, that is, by keeping ideas or information secret, as when a person keeps a diary or a corporation keeps the plans for a certain product secret,
3. establishing and maintaining intimate relationships, as when close friends or family members share ideas or information or do things together and exclude others from sharing in the ideas or information and from participating in the shared activities, or
4. excluding others from space with which one identifies, as when one excludes others from one's room, home, or property.

[The teacher probably will find it helpful to review the brief description of the content for this unit found on page 2 of the introduction to this teacher's edition.]

UNIT OBJECTIVES

Students should be able to

1. identify and describe examples of privacy and
2. identify and describe common ways people behave to restrict the access of others to objects of privacy.

LESSON ONE

LESSON OVERVIEW

This lesson is designed to help students learn to identify and describe examples of privacy. Students are given a general introduction to the subject of privacy. They then view Chapter One of the filmstrip, *The Elephant King,* and discuss the example of privacy it contains. This discussion leads to the identification of elements useful in distinguishing between situations in which privacy exists [i.e., when one or more persons restrict the access of one or more others to a certain thing or things (the "object" of privacy)] and other situations. Students then are shown a series of pictures and distinguish between those which contain examples of privacy and those which do not. Explanations and discussion questions in Spanish will be included.

MATERIALS

Chapter One of the filmstrip, *The Elephant King.*

Student book, pages 6–7.

LESSON OBJECTIVES

Given a variety of situations, students should be able to

1. identify and describe the situations that are examples of privacy and
2. explain the basis for their identifications (the distinguishing characteristic being that one or more persons are restricting the access of one or more other persons to an object of privacy).

PROCEDURES

1. General introduction to the subject of privacy

Explain to students that for the next two weeks or so they will be studying the subject of privacy. Write the word "privacy" *"intimadad o privacidad personal"** on the board.

To allow students to explore and discuss some of their preconceptions about privacy, ask:

- **What do you think privacy means?**

  ¿Qué les parece que quiere decir intimidad?

Encourage students to express and discuss their ideas.

Spanish-speaking children need to become aware of the double meaning of the word *"intimidad": (1) guardar algo para sí, y (2) la conexión muy cercana que a veces existe entre dos personas.* They should also be aware that *"privacidad"* or *"privacidad personal"* is an informal but acceptable term for the same concept.

Explain to students that, before they can go on to other questions about privacy, they will spend the next three lessons developing a better understanding of what the word means. Tell them that they will be able to find out more about privacy by viewing a filmstrip, reading stories, doing exercises, and participating in other activities, such as role playing.

Additionally, explain to Spanish-speaking children: *Van a tener que prestar mucha atención a todo, incluyendo las filminas (peliculas) porque van a estar en inglés. Pero no deben preocuparse porque siempre se les explicará de antemano de lo que se tratan.*

2. Viewing of the filmstrip

Explain to students that they are going to see the first chapter of the filmstrip, *The Elephant King,* in which an Indian boy, Tukuram, learns a secret from his old friend, Govinda. The secret is about a great white elephant called "the Elephant King."

Tell students that as they watch the filmstrip they should try to find (1) which people wanted privacy, (2) what they wanted to keep private, and (3) from whom they wanted to keep it private.

Vamos a ver una filminia (película) acerca de la intimidad. Es muy interesante. Trata de un niño Tukurám, que vive muy lejos, en la India. El tiene un elefante muy hermoso. En ese elefante le gusta irse solo a visitar a un

* While the word *"privacidad"* has not officially entered the Spanish language, it is freely used, especially in speech, by educated speakers of the language.

amigo, el anciano Govinda. Govinda le cuenta cuentos. Sobre todo le cuenta un secreto. Le cuenta dónde vive un elefante muy importante y viejo. Es el rey de los elefantes. Tukuram le ha prometido a Govinda no decirle a nadie donde vive el rey de los elefantes. Cuando vean la filmina quiero que busquen: (1) quién quiere mantener intimidad, (2) qué quiere guardar secreto, y (3) a quien quiere esconderle su secreto.

Then show Chapter One of the filmstrip.

3. Discussion of the filmstrip: identifying examples of privacy

Conduct a discussion of the filmstrip by asking:

- **Who in this story wanted to keep something private?**

  En el cuento, ¿quién quiere mantener su intimidad?

Students should identify Govinda and Tukuram.

- **What did they want to keep private? Why?**

  ¿Qué querían guardar secreto? ¿Por qué?

Tukuram and Govinda wanted to keep the place where the Elephant King lived a secret between them because if others knew, the Elephant King's freedom might be in danger.

- **From whom did they want to keep the information private?**

  ¿De quién querían esconder la información?

Students should recall that they wanted to keep the information private from other people who might try to capture the Elephant King.

4. Reading and discussion: identifying examples of privacy

Explain the following to students:

An example of privacy occurs when one person prevents another person from seeing, hearing, or knowing about a certain thing. For example, if you close the door to a room so that your brother or sister cannot hear a conversation you are having with a friend, then that is an example of privacy. Your conversation is private.

Tenemos, entonces, ejemplo de intimidad cuando una persona no deja que otras vean, oigan, o sepan ciertas cosas suyas. Si uno cierra, por ejemplo, una puerta para que otros no oigan su conversación, está manteniendo su intimidad su privacidad. La conversación, entonces, se hace en privado.

Therefore, for a situation to be an example of privacy, three things must be present. (As you read the list to students, write it on the board.) The three things are

1. someone who wants to keep something private, that is, to prevent others from seeing, hearing, or knowing about it,
2. a certain thing (or things) that he or she wants to keep private, and
3. someone from whom the thing is kept private, that is, someone who is prevented from seeing, hearing, or knowing about that thing.

Para que una situatión sea ejemplo de intimidad, entonces, son necesarias tres cosas: (1) Tiene que haber una persona que quiera mantener algo privado, (2) Debe haber algo que se quiera conservar privado, y (3) Tiene que haber alguien que quede fuera de la conversación.

Then draw a chart on the board similar to the following.

Picture *Dibujo*	**Who wants to keep something private?** *¿Quién quiere guardar algo privado?*	**What do they want to keep private?** *¿Qué quieren quardar secreto?*	**From whom is it kept private?** *¿A quién le esconde esto?*
A			
B			
C			
D			

Have students turn to "Betty's Drawings" *"El Dibujo De Betty"* on page 6 of the student book. Have a student read aloud the question at the top of the page and the captions to **pictures A** and **B**. Then, for each of the situations, ask:

- **Who wants to keep something private?**
  ¿Quién quiere guardar algo privado?
- **What does she want to keep private?**
  ¿Qué quiere guardar privado, secreto?
- **From whom is it kept private?**
  ¿A quién esconde esto?

As students respond, fill in the appropriate spaces on the chart. Now have students look at **pictures C** and **D** on page 7, entitled "Baseball Bill" *"Bill, El Beisbolista."* Have a student read the question at the top of the page and the captions beneath the pictures. Then, for each of the situations, ask:

- **Who wants to keep something private?**
  ¿Quién quiere guardar algo privado?
- **What does he want to keep private?**
  ¿Qué quiere guardar privado?
- **From whom is it kept private?**
  ¿De quién lo esconde?

As students respond, fill in the appropriate spaces on the chart. The completed chart should be similar to the following.

Picture	**Who wants to keep something private?**	**What do they want to keep private?**	**From whom is it kept private?**
A	Betty	her drawings	her brother, Bill
B	no one (This is not an example of privacy)	nothing	no one
C	Bill	his baseball cap	his sister, Betty
D	no one (This is not an example of privacy)	nothing	no one

Dibujo	*¿Quién quiere guardar algo privado?*	*¿Que quieren guardar privado?*	*¿A quién se lo esconde?*
A	*Betty*	*sus dibujos*	*su hermano, Bill*
B	*nadie*	*nada*	*nadie*
C	*Bill*	*su gorra de béisbol*	*su hermana, Betty*
D	*nadie*	*nada*	*nadie*

EL DIBUJO DE BETTY

¿En qué lámina conserva Betty su intimidad?

A

A Betty le gustaba dibujar en su cuarto. No dejaba que su hermano Bill viera sus dibujos.

B

A Betty le gustaba mostrar sus dibujos a su mamá.

6

BILL, EL BEISBOLISTA

¿En qué lámina conserva Bill su intimidad?

C

Bill no dejaba que su hermana viera su gorra nueva.

D

Bill les mostró su gorra nueva a todos los niños del equipo de béisbol.

7

LESSON TWO

LESSON OVERVIEW

This lesson provides students with additional practice in distinguishing between situations which involve privacy and situations which do not. The lesson also provides students with opportunities to identify various objects of privacy (the things people want to keep private). In the first part of the lesson students examine a series of pictures, some of which illustrate privacy-related situations. In a class discussion they explain why they think those pictures involve privacy while the others do not. The discussion then focuses on objects of privacy.

MATERIALS

Student book, pages 8–9.

LESSON OBJECTIVES

Given a variety of situations, students should be able to

1. identify and describe the situations that are examples of privacy,
2. explain the basis for their identifications (the distinguishing characteristic being that one or more persons are restricting the access of one or more other persons to an object of privacy), and
3. identify objects of privacy.

PROCEDURES

1. Reading and discussion: identifying examples of privacy

Have the students turn to "Roberto and Donna" and "Ellen and Danny" on pages 8–9 of the student book. Ask students to look at the pictures and listen carefully as the captions are read to try to find which situations are examples of privacy and which are not. Have one or more students read aloud the captions under each picture. Then, for each situation, ask:

- **Is this an example of privacy? Why?**

  ¿Es éste un ejemplo de intimidad? ¿Por qué?

The answers are as follows.

A. Privacy. For this and each other example of privacy, students should provide explanations which incorporate the three elements.

B. Privacy.

C. Not privacy. This is not a privacy situation because none of the three elements appears in the item.

D. Privacy.

2. Discussion: identifying objects of privacy

Tell students that the next part of the lesson is going to deal with the kinds of things that people may wish to keep private. Explain that in every situation involving privacy there is something that somebody does not want others to see, hear, or know about. For example, in the filmstrip, *The Elephant King,* Tukuram and Govinda did not want anyone else to know where the Elephant King lived.

Ahora vamos a tratar de las cosas que a la gente le gusta guardar privadas. Recuerden que siempre es necesario que alguien quiera tener algo privado. En la filmina, por ejemplo, Tukurám y Govinda no querían decirle a nadie el lugar donde vivía el rey de los elefantes.

Have students refer back to "Roberto and Donna" and "Ellen and Danny" on pages 8–9 of the student book. For each situation which depicts an example of privacy (A, B, and D), ask:

- **What did (Roberto, Donna, Ellen) want to keep private?**

  ¿Qué quería conservar privado Roberto? ¿y Donna? ¿y Ellen?

Students should identify the following objects of privacy.

A. Roberto's father's birthday present

ROBERTO Y DONNA

¿En cuáles láminas tenemos ejemplos de intimidad o privacidad personal?

A

Roberto escondió el regalo de cumpleaños de su papá, no quería que él lo viera.

B

Donna tenía un juego secreto. No dejaba que su hermano descubriera las reglas.

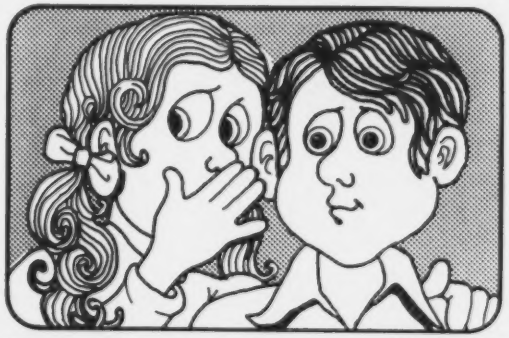
ELLEN Y DANNY

¿En qué lámina tenemos ejemplos de intimidad o privacidad personal?

C

Danny compró leche en la tienda, se la dio a su mamá.

D



Ellen le contó a Pete un secreto y no quería que se lo dijera a nadie.

62

63

BEST COPY AVAILABLE

B. The rules to Donna's secret game

D. What Ellen told Pete

3. Discussion: creating examples of objects of privacy

In order to extend students' ability to identify objects of privacy, ask:

- **What are some other things which people might want to keep private?**

  ¿Qué otras cosas querrá la gente esconder?

Students should be helped to identify examples of objects of privacy. These may include

a. communications, such as telephone conversations, letters, telegrams, notes passed in class, or conversations in restaurants.

b. a person's actions, such as taking a bath, sleeping on the job, or singing along with a record.

c. a person's thoughts and feelings, such as an idea for a story or affection for a certain person.

d. a person's own place, such as a bedroom, a spot in a yard, a tree house, or a fishing hole.

LESSON THREE

LESSON OVERVIEW

This lesson broadens students' understanding of privacy by directing their attention to several common ways that people behave in order to restrict the access of others to objects of privacy. These include (1) isolating oneself, (2) maintaining secrecy, (3) establishing and maintaining intimate relationships, and (4) excluding others from space with which one identifies. [See Unit Overview on page 7 for further explanation of (1) – (4).]

Examples of these forms of behavior are included in a story which students listen to and discuss. The lesson concludes with an evaluation exercise designed to assess student attainment of the objectives for Unit One.

MATERIALS

Student book, page 10.

LESSON OBJECTIVES

Students should be able to

1. identify and describe examples of privacy,
2. explain the basis for their identifications (the distinguishing characteristic being that one or more persons are restricting the access of one or more other persons to an object of privacy),
3. identify objects of privacy, and
4. identify and describe common ways people behave to restrict the access of others to objects of privacy.

PROCEDURES

1. Story and discussion: identifying ways people keep things private

Explain to students that people behave in different ways to keep things private from other people

La gente se comporta de diferentes maneras para mantener su intimidad

You may wish to give some examples from the Unit Overview (page 7).

Be sure that students understand the relationship between secrecy and privacy. Explain that keeping a secret is one way to have privacy. One person can keep something secret to himself or herself, two people can share a secret, or a larger group may keep things secret among themselves. When secrets are shared by people who have a close personal relationship, such as a parent and child or friends, this sharing of secrets is an example of intimacy.

Then read the story, "The Duck." Tell students that, as they listen to the story, they should look for some different ways people in the story behave to keep things private.

Oigan el cuento con cuidado para que descubran cómo se portan algunas personas para mantener ciertas cosas privadas.

En el cuento que les voy a leer en inglés trataremos de un niño a quien llamaban Ojos Grises, Grey Eyes. El era muy fuerte y muy importante. Todas las noches iba a la casa de los hombres de la tribu y se quedaba parado afuera de la casa para esperar a su papá. No podía entrar en la casa porque sólo los hombres grandes de la tribu podían entrar allí. Cuando él fuera grande sí podría entrar. Una noche su papá le enseñó un secreto muy importante. Le enseñó cómo cazar patos en la noche, haciendo una fogata, una lumbre, en su canoa en la mitad del lago. Cuando los patos se acercaban a ver la lumbre, se los podía atrapar. Después de la caza, Ojos Grises se sentía contento.

The Duck

There is a lake in the north. It is a deep, deep lake between two dark mountains. In those mountains eagles nest. The wind smells of pine. In the lake fish swim, hold still in the cold water, and swim again. There are birds on the lake, endless swarms of birds

always returning to the lake.

Many years ago there was a boy who had grey eyes. They were grey like the stormy skies of the north. And he was called Grey Eyes. It was not a sad name, but a name of strength. Grey Eyes's tribe lived near the lake.

At night Grey Eyes would wait for his father outside of the men's long house. It was the place where the men talked, laughed, smoked, sang, or prayed. It was a private place. Only the men of the Eagle clan could go in there. Grey Eyes could not go in there. Not yet, anyway. Not until he was older. Not until he was a man.

One night Grey Eyes's father came out of the long house and went straight to his son. The father picked the boy up and held him close. He whispered to Grey Eyes, "I will teach you something tonight, Grey Eyes. I will tell you a secret. I will show something that my father showed me when I was your age. But you must not tell anyone else, not until you are older." He set Grey Eyes down and smiled. "When you have a son, you may show him what I am going to show you."

Grey Eyes and his father walked to the lake. "Tonight, Grey Eyes," the father said, "I am going to show you a hunting trick. It is a very easy way to catch a water bird. You must not tell any of the other children. If they knew they might all come, and soon there would be no birds left on the lake. And you must not tell them because this is something which a father teaches a son."

On the shore of the lake the father made a fire. He lit a few chips of wood in a carved bowl. He placed the burning lamp in the center of a small boat and asked his son to help him push the boat into the water.

When they rowed to the center of the lake, the father set his oar down in the bottom of the boat. The son did the same. The father spoke in whispers. "The water birds will see the fire. They will come to find out about the light on the lake. Hold still and be quiet. They will come to us."

The father and son lay down together on the bottom of the boat. They stayed completely motionless. The boat drifted in the currents. It rocked gently in the lake.

Grey Eyes looked into the night. His father squeezed his arm and whispered, "Listen!" He could hear it far away but coming nearer. It was the call of the ducks. He waited. The noise stopped and then started again.

Slowly the ducks came closer to the boat. The father and son were lying very low in the boat so that the ducks would not see them. The ducks were swimming cautiously around the boat. Finally, one duck lifted his head over the edge of the boat to see the light. Grey Eyes's father moved as fast as an eagle. He held the duck up, his hand around its neck. The other ducks scattered in panic, squawking and screaming.

The father handed Grey Eyes the duck. It struggled in Grey Eyes's arms as the father tied the leather thongs around its legs and wings so that it would not get hurt in trying to fly away.

As the father rowed the boat back to shore, Grey Eyes looked at his duck. He was proud of the catch. The glow of the fire was shining in the duck's eyes and off its beautiful green head.

Grey Eyes wanted to sleep. He closed his eyes. Tomorrow he would go off into the woods alone to think about what he and his father had done. Soon he would be a man.

After the story has been read, place the headings of the following chart on the board. It is to be filled in using the responses students provide to the questions which follow the chart. (Sample responses to the questions are included on the chart.)

Who wanted to keep something private?	**What things did they want to keep private or secret?**	**From whom was it kept private or secret?**	**What way did people behave to keep these things private or secret?**
The men of the Eagle clan	What they did in the long house	Everyone who was not an adult male	Excluding others from the long house
Grey Eyes and his father	The secret way of catching a duck	The other children	Keeping shared secrets (intimacy)
Grey Eyes	His thoughts about catching the duck	Everyone	Being alone; not discussing his thoughts

¿Quién quería guardar algo privado?	*¿Qué querían guardar privado o secreto?*	*¿A quién le esconde el secreto?*	*¿Cómo se comportaron para mantener estas cosas privadas o secretas?*
Los hombres de la tribu águila	*Lo que hacían en la casa larga*	*De todos los que no eran hombres adultos miembros de la tribu*	*Limitaban la entrala a la casa larga*
Ojos Grises y su papá	*la manera de cazar patos*	*los otros niños*	*Guardando secretos íntimos*
Ojos Grises	*Su conocimiento de la caza del pato*	*De todos*	*Estando solo, sin discutir sus pensamientos*

After the chart has been placed on the board, ask:

- **Who in the story wanted to keep something private or secret?**

  El cuento, ¿Quién quería conservar algo privado?

Students should identify the men of the Eagle clan, Grey Eyes, and Grey Eyes and his father.

List student responses on the above chart in the first column. Then, referring to each entry in the column, in turn, ask:

- **What did the following people or groups of people want to keep private or secret: the men of the Eagle clan; Grey Eyes and his father; or Grey Eyes alone?**

  ¿Que querían conservar secreto todos ellos?

Students should identify the objects of privacy listed on the above chart after each person or group.

List student responses in the second column. Then ask:

- **From whom did those people or groups of people wish to keep something private or secret?**

  ¿A quién le escondían el secreto?

Students should identify those people listed in the third column of the chart after the appropriate person or group.

List student responses in the third column. Then ask:

- **In what way or ways did those people or groups of people behave in order to keep their privacy or secrets?**

  ¿Qué hacían ellos para gardar el secreto?

In their own words, students should identify the behaviors listed in the fourth column of the above chart.

List these responses in the fourth column. Make sure that students understand the completed chart; then erase all but the fourth column. Using the entries in the fourth column as a reference, have students develop a list of the four ways of establishing or maintaining privacy students have identified so far under the heading "Ways people keep privacy."

1. Keeping others out of or away from a certain place (the long house)

2. Keeping shared secrets (i.e., intimacy – Grey Eyes and his father sharing the secret trick for catching water birds)

3. Being alone (Grey Eyes going into the forest by himself)

4. Keeping secrets (Grey Eyes not discussing his thoughts with anyone)

2. Evaluation exercise

The following exercise is designed to assist you in assessing student attainment of the objectives for Unit One.

Have students turn to "A Privacy Review" *"Un Repaso De La Intimidad O Privacidad"* on page 10 of the student book. Begin this exercise by reading the directions at the top of the page. Then, depending on the reading ability of your students, either read aloud the story and questions on this page or have individual students do so. Allow a reasonable period of time between the reading of each answer. (A separate answer sheet may be used.)

A Privacy Review

Directions: Read this story. Then circle the correct answers for the questions which follow it.

Andy likes to be by himself when he plays the violin. Once, Andy's friend, Sally, asked if she could listen to Andy play. But Andy said no. He wanted to be alone when he played. He didn't want Sally or anyone else to listen.

Questions

1. Who wants privacy?

   a. Andy

   b. Sally

   c. no one

2. What does this person want to keep private?

   a. baseball playing

   b. violin playing

   c. nothing

3. From whom does this person want privacy?

72

Primera Unidad Evaluación

UN REPASO DE LA INTIMIDAD O PRIVACIDAD

INSTRUCCIONES: Después de leer el cuento, marca con un círculo la respuesta que correctamente contesta la pregunta.

A Andy le gusta estar solo cuando toca el violín. Un día su amiga Sally le preguntó si podía oírlo. Pero Andy le contestó que no, que prefería estar solo cuando tocaba. No quería que nadie lo oyera, ni siquiera Sally.

PREGUNTAS

1. **¿Quién quiere guardar algo privado?**
   a. **Andy**
   b. **Sally**
   c. **nadie**

2. **¿Qué quiere esta persona mantener privado?**
   a. **jugar béisbol**
   b. **tocar el violín**
   c. **nada**

3. **¿A quién quiere esconderle esta persona su intimidad?**
   a. **a su perro**
   b. **a Sally y a los demás**
   c. **a nadie**

4. **¿Qué hace esta persona para conseguir su privacidad personal?**
   a. **se va al cine**
   b. **se queda con su amigo**
   c. **se queda solo**

10

73

a. from his dog

b. from Sally and other people

c. no one

4. How does this person try to get privacy?

a. by going to the movies

b. by being with a friend

c. by being alone

Then have students exchange and correct each other's papers. Reread the story and questions and call upon a representative sample of students to explain the reasons for their responses. Continue the discussion until students understand all correct responses (indicated below).

Scoring Criteria

For question 1, **a** is the correct answer; for question 2, **b**; for question 3, **b**; and for question 4, **c**. Students should be able to answer all of these questions correctly.

Enrichment Activities

These additional activities can help students learn more about what privacy is.

1. Have students report to the class examples of privacy they have observed in television programs or in books.
2. Have students draw a picture of a place they think of as a private place, where someone can go when he or she wants privacy.
3. Have students create a story in which a child has privacy. Select a student to begin the story. Then call on other students to add a sentence to the story. After the story is concluded, call on several students to act out the example of privacy described in the story.

What factors might explain differences in privacy behavior?

UNIT TWO

UNIT OVERVIEW

This unit is designed to extend students' understanding of privacy. Students learn that, to some extent, privacy is sought after by every individual in every culture but that there are often great differences in the privacy behavior of individuals. Students examine two general areas in which differences are common. First, there may be differences in the selection of "objects" which people choose to keep private. For example, some people feel that their age should be kept private, whereas others may reveal their age readily but feel that their religious or political beliefs should be private. Second, individuals often differ with respect to the means of restricting access to objects of privacy. For example, homes in some countries are built with soundproof walls to promote privacy, but in others, walls might be very thin. There the culture might dictate that people make an effort not to listen to conversations from another room even though they can be heard easily.

Students also learn to hypothesize explanations for an individual's privacy behavior. They learn that an individual's choice of objects of privacy and means of restricting access may be influenced by such factors as

1. the individual's family environment, past and/or present,
2. the individual's occupation or role,
3. the individual's experiences,
4. the opportunities for privacy that are available to the individual, and
5. the value that the individual places on other things, such as the importance of social relationships.

Students are helped to understand that, while there is not necessarily a direct causal connection between any one factor (or set of factors) and a particular example or pattern of privacy behavior, in any given case, these and other factors like them may be useful in formulating an explanation of a particular individual's privacy behavior.

[The teacher will probably find it helpful to review the brief description of the content for this unit found on page 3 of this teacher's edition.]

UNIT OBJECTIVES

Students should be able to

1. identify an individual's privacy behavior in terms of the individual's choice of objects of privacy and the means of restricting access to those objects and
2. hypothesize explanations for the individual's choices.

LESSON FOUR

LESSON OVERVIEW

This lesson focuses on several factors which may be useful in explaining privacy behavior. First, in a preliminary discussion, students are introduced to the idea that people's privacy behavior may differ. Then they view Chapter Two of the filmstrip, *The Elephant King,* and identify and describe factors useful in explaining the main character's privacy behavior. Finally, students discuss pictures in the student book which illustrate factors useful in explaining the privacy behavior of the various individuals portrayed.

MATERIALS

Chapter Two of the filmstrip, *The Elephant King.*

Student book, page 11.

LESSON OBJECTIVE

Given situations involving privacy, students should be able to identify individuals' privacy behavior and hypothesize explanations for it.

PROCEDURES

1. Preliminary discussion: privacy behavior

Remind students that, for a situation to be an example of privacy, three elements must be present: (1) someone who wants to keep something private, that is, someone who wants to prevent others from seeing, hearing, or knowing about it, (2) a certain thing (or things) that he or she wants to keep private, and (3) someone from whom the thing is kept private, that is, someone who is prevented from seeing, hearing, or knowing about that thing.

Explain to students that, although everyone wants privacy to some extent, there are often great differences in the privacy behavior of individuals. For example, some people might feel that their age should be kept private. Other people, however, may reveal their age readily yet feel that their weight should be kept private.

Aunque todos necesitamos momentos de intimidad, nos diferenciamos en lo que queremos mantener privado. Por ejemplo, a algunas personas no les gusta decir su edad. A otras, en cambio, no les molesta decir su edad pero no quieren decir cuanto pesan.

2. Viewing of the filmstrip

Before showing Chapter Two of the filmstrip, briefly review Chapter One. Then tell students to watch carefully to try to find the reasons behind Tukuram's privacy behavior.

Traten de descubrir pro qué necesita Tukuram salirse algunas veces de su casa. En esta filmina vemos que Tukuram vive con mucha gente y duerme en el mismo cuarto que muchos primos. Está siempre acompañado en su casa. Por eso, a él le gusta tener momentos privados, de intimidad. Cuando quiere estar solo le gusta irse solo a la selva. A veces va a visitar a su amigo Govinda para que le cuente cuentos del rey de los elefantes.

Then show Chapter Two of the filmstrip, in which Tukuram has trouble finding privacy in his home and goes to see Govinda, who tells him more about the Elephant King.

3. Discussion of the filmstrip: describing and explaining privacy behavior

Conduct a discussion of the filmstrip focusing on Tukuram's privacy behavior, attitudes toward privacy, and the reasons which might account for them. Ask:

- **How did Tukuram feel about his privacy?**

  ¿Cómo se sentía Tukuram en cuanto a su intimidad?

Students should recall that Tukuram placed a great value on having privacy.

- **What did Tukuram do to try to keep his privacy?**

  ¿Qué hizo Tukuram para consequir su intimidad?

75

75

Students should recall that Tukuram (a) put his belongings into a wooden box which the rest of the family would not look into and (b) went into the forest to carve his statue.

- **Why was having privacy so important to Tukuram?**

  ¿Por qué era la intimidad tan importante para Tukuram?

Students should be helped to identify factors which might account for Tukuram's attitude toward privacy and his efforts to maintain it. These might include the following.

a. Tukuram lived in a small house with a large family, which gave him little opportunity for privacy and required greater effort to achieve any privacy at all.

b. Tukuram's interest in carving wooden figures made it important that he not be disturbed, that is, disturbances might have hampered his creativity while privacy might have enhanced it.

Now extend the discussion to student experiences.

- **How do your feelings about having privacy differ from Tukuram's? How are they the same?**

  ¿En qué se diferencia lo que Uds. sienten de lo que siente Tukuram?

- **How might you explain why they are the same or different?**

  ¿Cómo explicaremos las diferencias y las similaridades?

4. Student book exercise: describing and explaining privacy behavior

Have students turn to "Two Ways of Getting Privacy" *"Dos Maneras De Realizar La Intimidad O Privacidad Personal"* on page 11 of the student book. Have them look at **picture A** and read the caption. Then conduct a discussion in which students describe and attempt to explain the privacy behavior of the person portrayed in the picture. Ask:

- **Thinking about this picture, what does Tukuram want to keep private?**

  Pensando en el dubujo, ¿Qué quiere Tukuram mantener privado?

Students should identify Tukuram's carving of the statue as the object of privacy.

- **How does he keep these things private?**

  ¿Cómo consigue esta intimidad?

Students should recall that he restricts access by leaving his crowded room and going into the jungle alone to carve.

Now direct students' attention to **picture B.** Ask:

- **Thinking about this picture, what does Govinda want to keep private?**

  En este dibujo, ¿qué quiere mantener privado Govinda?

Students should identify Govinda's thoughts as the object of privacy.

- **How does Govinda keep these things private?**

  ¿Cómo consigue Govinda mantener su intimidad?

Students should realize that Govinda restricts access by living alone in the jungle and staying away from other people.

Now help students attempt to develop possible explanations for the privacy behavior of those two people by asking:

- **Why does Tukuram have to get privacy in a different way than Govinda?**

  ¿Por qué tiene que hacer Tukuram algo diferente de lo que hace Govinda?

Students should be helped to understand that Tukuram does not live alone. Therefore, to have privacy he must go away from the other people in his family. Because Govinda lives alone, his living situation provides him with privacy without his having to seek it.

- **Why doesn't Govinda have to go anywhere to get privacy?**

  ¿Por qué no tiene que irse Govinda a ninguna parte para consequir su intimidad?

Students should be helped to understand that because Govinda has the jungle to himself, he has greater opportunity for privacy than Tukuram. To get privacy, Tukuram has to go far away into the jungle.

Conclude the lesson by telling students that, just as in the case of these two people, we can often find reasons to explain why people feel or act in certain ways about privacy.

DOS MANERAS DE REALIZAR LA INTIMIDAD O PRIVACIDAD

¿Cómo logra cada persona su intimidad?

A

En casa Tukuram siempre estaba rodeado de otros niños. Por eso se iba solo a la selva para tallar sus figuritas de madera.

B

A Govinda le gusta meditar en paz. Por eso vive solo en la selva.

11

LESSON FIVE

LESSON OVERVIEW

In this lesson students read a story about a girl who lives on a farm. In a discussion, they identify and describe the girl's privacy-related behavior and hypothesize explanations for it. The lesson concludes with an evaluation exercise for Unit Two.

MATERIALS

Student book, pages 12–13.

LESSON OBJECTIVE

Students should be able to

1. identify an individual's privacy behavior and
2. hypothesize explanations for it.

PROCEDURES

1. Reading and discussion: identifying, describing, and explaining individual privacy behavior

Have students turn to the story, "On the Farm" *"En La Granja,"* on page 12 of the student book. Then, depending on the reading abilities of your students, either call on an individual student (or students) to read the story aloud or read it aloud yourself as the students follow along silently. The English-language version of the story is provided below.

On the Farm

Mary Kent is nine years old. She lives on a dairy farm with her parents and three sisters. The Kent's farm isn't very big, but there is still a lot of work to do. The whole family works together. When they are working, there is no chance for Mary to be alone.

Mary gets up very early every morning. She milks and feeds the cows. Then she gets on her bike and rides three miles to school. When Mary is at school, she likes to spend time with her friends. Some of the kids like to eat lunch by themselves. But not Mary. She thinks having friends at school is more important than being alone.

When she gets home from school, there is more work to do. After dinner, she finally has some time to be alone.

Mary likes to have a little time to be alone before going to bed. During this time, she plays with all her fire engines. She never shows her fire engines to anyone, not even her family or friends.

Then lead a discussion in which students identify the privacy-related behavior in the story and attempt to develop explanations for it. Ask:

- **When does Mary have the most privacy—when she is working on the farm, when she is at school, or when she is home after dinner?**

  ¿Cuándo tiene Mary más intimidad, cuando trabaja en la granja, cuando está en la escuela, o en casa después de la comida?

Students should recall that Mary has some time to be alone at home after dinner, whereas the other times are less private.

- **Why doesn't Mary have much privacy when she is working on the farm?**

  ¿Por que no tiene intimidad cuando trabaja en la granja?

Students should recall that the whole family works together on the farm and should be helped to understand that this situation gives Mary little opportunity for privacy.

- **Why doesn't Mary have much privacy when she is at school?**

  ¿Por qué no tiene intimidad cuando está en la escuela

Students should recall that Mary likes to spend time with her friends at school. They should be helped to understand that she does not have much privacy at school because she places greater importance on social relationships in that context than on being alone.

EN LA GRANJA

Mary Kent tiene nueve años. Vive en una granja lechera con sus padres y sus tres hermanas. La granja de los Kent no es muy grande, pero siempre hay mucho trabajo. Todos trabajan juntos. Cuando todos trabajan Mary no tiene la oportunidad de estar sola.

Mary se levanta muy temprano todos los días. Ordeña las vacas y les da de comer. Entonces se va a la escuela que está a tres millas, en su bicicleta. Allí le gusta pasar el tiempo con sus amigos. A algunos niños les gusta estar solos, pero no a Mary. Ella prefiere tener amigos que estar sola en la escuela.

Cuando vuelve a casa tiene más trabajo. Por fin, después de la cena, tiene tiempo para estar sola.

A Mary sí le gusta estar sola por unos momentos antes de acostarse. En esos momentos juega con sus carritos de bomberos. Nunca se los muestra a nadie, ni a su familia, ni a sus amigos.

12

- **What does Mary like to do alone at home after dinner?**

  ¿qué le gusta hacer sola, después de comer?

Students should recall that Mary likes to be alone to play with her fire engines.

- **Why do you think it is important to Mary to be able to play with her fire engines in private?**

  ¿Por qué creen que para Mary es importante jugar sola con sus bombas?

Students should speculate about possible reasons and express them in their own words, including, for example, (a) the absence of disturbances as a result of isolation, leading to greater opportunity for creativity and (b) lack of inhibition which might result from the presence of others or knowledge that others might interfere with her play, leading to greater freedom.

2. Evaluation exercise

The following exercise is designed to assist you in assessing student attainment of the objectives for Unit Two. Have students turn to "A Privacy Review" *"Un Repaso De La Intimidad O Privacidad"* on page 13 of the student book. Begin this exercise by reading the directions at the top of the page. Then, depending on the reading ability of your students, either read aloud the story and questions on this page or have individual students do so. Allow a reasonable period of time between the reading of each question for students, working independently, to circle the correct answer. (A separate answer sheet may be used.) Then have students exchange and correct each others' papers. Reread the story and questions and call upon a representative sample of students to explain the reasons for their responses. Continue the discussion until students understand all correct responses (indicated on page 26).

A Privacy Review

Directions: Read this story. Then circle the correct answers for the questions which follow it.

Fluff is a little duck who lives in a pond. She lives with her parents and fifteen brothers and sisters. The pond is always crowded with

Fluff's family.

Fluff likes to sing more than anything. But Fluff likes to sing alone, without her family around. So for a few minutes each day, Fluff waddles out of the pond. She goes behind a bush, where she is all alone. Then she sings and sings and sings!

Questions

1. Why does Fluff want privacy?
   a. to play
   b. to sing
   c. to swim
2. What does Fluff do to get privacy?
   a. She swims with her brothers and sisters.
   b. She fluffs up her feathers.
   c. She leaves the pond to be by herself.
3. Why is it important for Fluff to have privacy?
   a. Because she doesn't like her family
   b. Because she is afraid of big fish
   c. Because she likes to be alone when she sings

Scoring Criteria

For question 1, **b** is the corrct answer; for question 2, **c**; and for question 3, **c**. Students should be able to answer all of these questions correctly.

Conclude the lesson by reminding students that, as they have seen with Tukuram, Govinda, Fluff, and Mary Kent, different people have different feelings about privacy and act differently in trying to get privacy. Explain that sometimes we can find the reasons for these feelings and actions by looking more closely at the person's life, at his or her family, at his or her job, at the chances which his or her life provides for privacy, and at the other things which the person considers important in addition to privacy.

Decir en español, – Como hemos visto en estas situaciones, no todas las personas consiguen intimidad de la misma manera. Lo que hacen se debe al-

UN REPASO DE LA INTIMIDAD O PRIVACIDAD

INSTRUCCIONES: Después de leer el cuento, marca con un círculo la respuesta que contesta la pregunta.

Pelusita es una patita que vive en una laguna. Vive con sus padres y sus quince hermanos. Como la familia es tan grande, la laguna siempre parece estar llena de patitos.

Lo que más le gusta a Pelusita es cantar. Pero le gusta cantar sola, sin que la oiga su familia. Entonces, todos los días Pelusita se sale de la laguna por un rato. Atrás de una planta puede estar completamente sola para cantar, cantar y cantar.

PREGUNTAS

1. **¿Para qué quiere estar sola Pelusita?**
   a. **para jugar**
   b. **para cantar**
   c. **para nadar**
2. **¿Qué hace Pelusita para conseguir su intimidad?**
   a. **nada con sus hermanos**
   b. **se sacude las plumas**
   c. **se sale de la laguna para estar sola**
3. **¿Por qué es importante para Pelusita tener privacidad?**
   a. **porque no quiere a su familia**
   b. **porque les tiene miedo a los peces grandes**
   c. **porque le gusta estar sola cuando canta**

gunas veces a la clase de vida que tienen, a su familia, a su trabajo o a otras cosas que las personas consideran importantes.

Enrichment Activities

Here are some activities which give students additional practice in explaining differences in privacy behavior.

1. Have students pretend they are doing a television show called "Meet the Citizens." Choose several students to interview others who are "guests" on the show. The interviewers should ask questions about what guests want to keep private and how they keep these things private.
2. Have students draw a picture of a house. Then, thinking about their pictures, students should explain how a person's home might affect his or her privacy behavior.

What might be some benefits and costs of privacy?

UNIT THREE

UNIT OVERVIEW

Unit Three is designed to provide students with an understanding of some of the common benefits and costs of privacy in particular situations. Students learn that privacy often entails both benefits and costs.

Among the potential benefits of privacy which students learn are the following:

1. freedom
2. intimacy
3. individuality
4. trust
5. security
6. creativity
7. candor

Among the potential costs are the following:

1. loss of stimulation
2. loneliness
3. resentment
4. possibility of uncorrected error
5. lack of availability of information

Students learn to identify benefits and costs of privacy in various situations by (1) identifying or inferring the consequences of privacy in the situation and (2) classifying those consequences as benefits or costs.

Students are also encouraged to consider various points of view regarding the relative importance of the benefits and costs of privacy in specific situations.

[The teacher probably will find it helpful to review the brief description of the content for this unit found on page 3 of this teacher's edition.]

UNIT OBJECTIVES

Students should be able to

1. identify or infer the consequences of privacy and
2. classify those consequences as benefits or costs.

LESSON SIX

LESSON OVERVIEW

This lesson is designed to help students recognize the benefits and costs of privacy in general and to increase their ability to recognize the benefits and costs of privacy in a particular situation. Students are introduced to the notion that there are both benefits and costs of privacy. Then they view Chapter Three of *The Elephant King* and identify or infer the consequences of privacy in this chapter and classify those consequences as benefits or costs. Finally, students read a story and, in a discussion, classify the consequences of privacy depicted as benefits or costs.

MATERIALS

Chapter Three of the filmstrip, *The Elephant King.*

Student book, page 14.

LESSON OBJECTIVES

Given a situation involving privacy, students should be able to

1. identify or infer the consequences of privacy and
2. classify those consequences as benefits or costs.

PROCEDURES

1. Preliminary discussion: introducing students to benefits and costs of privacy

Make sure students understand that certain things happen when people have privacy. Explain that some of these things are helpful (benefits) and others are problems (costs).

2. Viewing of the Filmstrip

Before showing Chapter Three of the filmstrip, *The Elephant King,* briefly review Chapters One and Two. Explain to students that as they watch the filmstrip they should try to find some of the helpful things and some of the problems that resulted from privacy in the story.

Cuando vean la filmina, busquen qué es lo que pasa cuando Tukuram quiere estar solo, en su intimidad. Piensen también qué es lo bueno de esto y qué es lo malo, lo que le trae problemas. En esta filmina vemos que Tukuram tiene un problema. Un día, cuando salía de su casa para irse a la selva y estar solo, lo vió su prima Sita. Quería que la llevara a ella, también, para conocer a Govinda. Cuando Tukurám le dijo que quería estar solo, ella se puso muy triste. Tukuram tuvo que pensar mucho antes de hacer su decisión.

Then show Chapter Three, in which Tukuram and his cousin, Sita, learn something about the benefits and costs of privacy.

3. Class discussion: identifying consequences of privacy

Conduct a class discussion leading students to identify the consequences of privacy in this chapter. Use the following questions to lead the discussion.

- **What are some things that might happen if Tukuram goes into the jungle alone?**

  ¿Qué podrá pasar si Tukuram va solo a la selva?

Students should be helped to identify the following consequences from the filmstrip. As each is identified, write it on the board. (Parenthetical notes refer to classes of benefits and costs listed in the Unit Overview.)

a. Tukuram would have the opportunity to pretend to be a prince.

b. Tukuram would have the opportunity to work on his carving without Sita looking over his shoulder (creativity).

c. Govinda would be able to tell Tukuram secrets about the Elephant King (freedom.).

d. Tukuram would be able to visit the Elephant King (freedom).

e. Sita's feelings would be hurt and she might feel resentful (resentment).

f. **Tukuram** might be bored being alone in the jungle (loss of stimulation).

g. **Tukuram** might be lonely in the jungle without a friend (loneliness).

Now refer students to the list on the board and ask:

- **Which of these things are helpful? Why?**

  De esto, ¿Qué es bueno, da buenos resultados? ¿Por qué?

Students will probably classify **a, b, c,** and **d** as benefits.

- **Which of these things are problems? Why?**

  ¿Cuáles son problemas? ¿Por qué?

Students will probably classify consequences **e, f,** and **g** as costs.

4. Discussion: classifying consequences

Have students read the story, "Carmen's Red Notebook" *"El Cuaderno Rojo De Carmen,"* on page 14 of the student book.

Carmen's Red Notebook

What are some helpful things and problems that happen because Carmen has privacy?

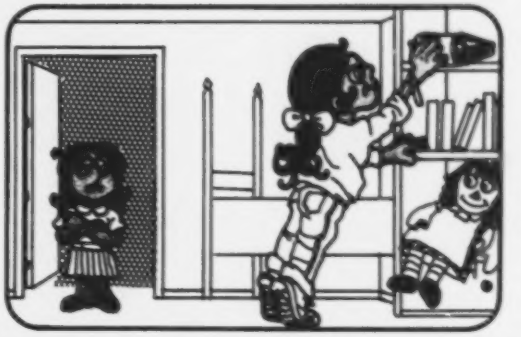
Carmen has a notebook with a red cover. Every night before she goes to sleep, Carmen takes out her red notebook. She writes down everything she is thinking and feeling. She feels free to write whatever she wants. She knows no one else will read her notebook.

Carmen has a sister named Inez. Carmen won't let Inez read her notebook. Carmen is afraid that Inez will laugh at some of the things Carmen has written. When Carmen leaves her room, she hides the notebook on the top shelf of her bookcase. Inez is too small to reach the top shelf. Inez is angry that she can't read Carmen's notebook.

After students have read the story, ask:

EL CUADERNO ROJO DE CARMEN

¿Qué es lo bueno, y qué es lo malo que resulta porque Carmen se goza su intimidad?



Carmen tiene un cuaderno forrado de rojo. Todas las noches, antes de dormirse, Carmen lo saca. Escribe en él todo lo que siente y lo que piensa. Se siente libre para escribir todo lo que ella quiera. Sabe que nadie más va a leer lo que pone en su cuaderno.

Carmen tiene una hermana llamada Inés. No deja que Inés lea su cuaderno. Tiene miedo que Inés se ría de algunas de las cosas que ha escrito. Cuando Carmen sale de su cuarto, esconde el cuaderno en la repisa más alta del estante. Inés es muy pequeña y no puede alcanzar esa repisa. Inés se enoja con Carmen porque no le deja leer su cuaderno.

14

- **What are some of the things that happened or might happen because Carmen keeps her notebook private? (Record student responses on the board.)**

  ¿Qué le pasó o qué le podría pasar a Carmen por esconder su cuaderno?

Students should be helped to identify or infer the following consequences:

a. Carmen feels freer to write down everything she is thinking or feeling (freedom).

b. Carmen might feel more secure because she knows Inez is not able to reach the notebook (security).

c. Inez feels angry because Carmen won't let her read the notebook (resentment).

- **Which of these things are helpful things? Which are problems? Why?**

  De esto, ¿Qué es bueno? ¿Qué trae problemas? ¿Por qué?

Students should classify the consequences they have listed as either benefits or costs. For example, consequences **a** and **b** above should be considered benefits and **c**, a cost.

LESSON SEVEN

LESSON OVERVIEW

This lesson is designed to give students additional practice in identifying and inferring consequences of privacy and classifying them as benefits or costs. Students read two hypothetical situations, each of which involves an example of privacy. In a brief discussion, students identify or infer the consequences of privacy and classify those consequences as benefits or costs. Finally, in a brief role-playing activity, students consider different viewpoints regarding the importance of the various benefits and costs.

MATERIALS

Student book, pages 15–16.

LESSON OBJECTIVES

Given situations involving privacy, students should be able to

1. identify or infer the consequences of privacy and
2. classify those consequences as benefits or costs.

PROCEDURES

1. Reading and discussion: identifying, inferring, and classifying consequences of privacy

Have students read the hypothetical situation, entitled "Helpful Things or Problems?" *"¿Beneficios O problemas?"* on page 15 of the student book.

Helpful Things or Problems?

What things happen because someone in this story has privacy?

¿BENEFICIOS O PROBLEMAS?

¿Qué pasa en este cuento cuando alguien consigue su intimidad?

Audrey y su hermana Betty se peleaban mucho por unos juguetes. Audrey decidió hablar con su mamá sobre estas peleas. Entonces, ella y su mamá fueron a caminar por el parque. Sin su hermana presente, Audrey se sentía libre de contarle lo que pasaba.

Cuando Betty supo esto se molestó. Se sintió excluida y olvidada. Además, no le parecía bien que no le permitieran contar su versión de los hechos.

15

Audrey and her sister, Betty, were having some fights over toys. Audrey wanted to talk to their mother alone about these fights. So Audrey and her mother went for a walk in the park. Without her sister there, Audrey felt freer to tell her side of the story.

When Betty heard about this, she was upset. She felt left out. Also, she didn't think it was fair that she didn't get to tell her side of the story.

Then conduct a discussion of the situation in which students identify or infer the consequences of privacy and classify those consequences as benefits or costs. Ask:

- **What things happened because Audrey had a private conversation with her mother? (Record student responses on the board.)**

  ¿Qué pasó porque Audrey habló en privado con su mamá?

Students should identify or infer the consequences of this private conversation. For example, students might say that as a result,

a. Audrey felt freer to express her thoughts and feelings because she knew her sister Betty would not overhear her.

b. Betty felt angry because she was excluded from the conversation.

c. Betty felt that she was not able to correct inaccurate information that Audrey might have presented to their mother (i.e., tell her side of the story).

d. Audrey and her mother might have felt closer as a result of their private conversation.

- **Which of these things were helpful? Which were problems? Why?**

  De estas cosas, ¿Cuáles fueron buenas? ¿Cuáles trajeron problemas?

Students should classify the consequences they have listed as either benefits or costs. For example, consequences **a** and **d** above would be considered benefits and **b** and **c**, costs.

Now have students read the situation on page 16 of the student book.

¿BENEFICIOS O PROBLEMAS?

¿Qué ocurre en este cuento porque alguien consigue intimidad o privacidad personal?

A Steven le encanta el pastel de chocolate. El le ayuda a su papá a preparar uno que le parece el mejor del mundo. Sus amigos le piden constantemente la receta. Pero Steven les dice que es un secreto de familia. Si les da la receta, su familia nunca más le confiará ningún secreto.

16

Helpful Things or Problems?

What things happen because someone in this story has privacy?

Steve loves chocolate cake. He helps his father bake the best chocolate cake anyone has ever tasted. His friends keep asking Steve for the recipe. But Steve says that the recipe is a family secret. If he tells, his family won't tell him any more secrets.

Ask:

- **What might happen because Steve keeps the recipe for the cake secret? (Record student responses on the board.)**

  ¿Qué pasará porque Steve guarda secreta la receta para el pastel?

Students should identify or infer the consequences of keeping the recipe secret. For example, students might say that

a. Steve's friends might feel angry because Steve won't share the recipe with them.

b. By maintaining a family secret, Steve shows his family that they can trust him.

- **Which of these things are helpful? Which are problems? Why?**

  De estas cosas, ¿Cuáles son beneficiosas? ¿Cuáles traen problemas?

Students should classify the consequences they have listed as either benefits or costs. For example, consequence **b** above would be considered a benefit and **a** would be a cost.

2. Role-playing activity: considering different viewpoints regarding the importance of benefits and costs

Explain to the class that most people will agree that some of the things that happen as a result of privacy are helpful and others are problems. However, they might disagree about which of the things that happen are most important. For example, in the first situation, most people would agree that Audrey's private conversation with her mother might result in the problem of Betty's feeling angry. They would probably also agree that the conversation might be helpful because Audrey can tell her side of the story. While some people might feel that it is more important for Audrey to be able to tell her side of the story, others might feel that Betty's hurt feelings are more important.

Refer students to the situation on page 15 of the student book. Write the following names on the board.

Audrey

Betty

Pick a student to play the role of Audrey and another student to play the role of Betty. Have the students refer to the list of helpful things and problems which was recorded on the board. Instruct the two students to prepare a brief presentation on which things are most helpful and which problems are the worst from the point of view of the person each represents. Then have each student make his or her presentation. If time permits, repeat the role-playing activity with other students.

Conclude by reminding the class that they should consider various viewpoints in addition to their own when thinking about the helpful things and problems that happen because someone has privacy.

Enrichment Activities

These activities give students additional practice in identifying the benefits and costs of privacy.

1. Have several students make up a story about a child who has privacy. Have them tell what was helpful and what was a problem about having privacy in their story.

2. Have students draw a picture of a person who has privacy. Have several students show their pictures to the class and talk about the helpful things and problems that resulted from the person's having privacy.

3. Have students look for some things that happen on television that are a result of someone having privacy. Then, as the children share these consequences in class, have the students discuss whether each is a helpful thing or a problem.

What should be the scope and limits of privacy?

UNIT FOUR

UNIT OVERVIEW

This unit is designed to help students understand and apply a procedure useful in analyzing conflicts over privacy (or secrecy), evaluating alternative courses of action, and making decisions about what scope and limits of privacy should be in specific situations.

Students learn that conflicts sometimes develop between an individual (or group) asserting a claim to privacy and another individual (or group) asserting an interest or right to know with respect to the object of that claim of privacy. Students learn that in some cases it is reasonable and fair to deny privacy in favor of other values while in other cases privacy should be protected. In order to make an intelligent decision in any given situation involving a conflict over privacy, it is necessary to analyze the conflict and evaluate various ways of dealing with it. The following procedure is useful in analyzing and evaluating conflicts over claims of privacy and secrecy and in making decisions about how those conflicts ought to be resolved.

Procedure for analyzing and evaluating conflicts over privacy and secrecy

1. Identify the person (or group or institution) whose claim to privacy (or secrecy) is at issue. Then:
   a. identify the object of privacy (or secrecy),
   b. identify the means used to restrict access, and
   c. identify the purposes and values of the claimant.
2. If applicable, identify the person (or group or institution) who opposes the claim to privacy. Then:
   a. identify the proposed or actual manner of invasion of privacy and
   b. identify the purposes and values of the opponent of the claim.
3. Identify other considerations relevant to resolving the conflict, such as whether or not there are any legal or moral obligations to reveal or refuse to reveal information.
4. Suggest alternative ways of dealing with the conflict, including the recognition or rejection of the right of the claimant, and determine the benefits and costs of each.
5. Choose from among the alternative ways dealing with the conflict and explain the basis for the choice.

[The teacher probably will find it helpful to review the brief description of the content for this unit found on page 4 of the introduction to this teacher's edition.]

UNIT OBJECTIVE

Students should be able to apply the given procedure for analyzing conflicts over privacy (or secrecy), evaluating alternative courses of action, and making decisions about the scope and limits of privacy in specific situations.

LESSON EIGHT

LESSON OVERVIEW

The purpose of this lesson is to introduce students to a procedure and set of considerations useful for analyzing conflicts over privacy, evaluating alternative courses of action, and making decisions about what the scope and limits of privacy should be in specific situations. In a preliminary discussion, students are introduced to the idea that there are conflicts over the scope and limits of privacy. Then they view and discuss Chapter Four of the filmstrip, focusing on a conflict over a potential invasion of a person's privacy. Finally, students are shown a series of pictures involving privacy and develop a list of considerations useful in determining what the scope and limits of privacy should be.

MATERIALS

Chapter Four of the filmstrip, *The Elephant King.*

Student book, pages 17 – 18.

LESSON OBJECTIVE

Given a chapter of the filmstrip and appropriate questions, students should be able to apply the given procedure for analyzing conflicts over privacy (or secrecy), evaluating alternative courses of action, and making decisions about what the scope and limits of privacy should be.

PROCEDURES

1. Preliminary Discussion

Explain to students that there are many times when people want privacy but find it difficult to get because others want something which prevents privacy.

A algunas personas se les hace difícil conservar la intimidad que quieren porque los deseos, o las necesidades de otros les impide, no les dejan, conservarla.

Tell students that in the next few lessons they will learn how to make decisions about how much privacy people should have.

2. Viewing and Discussion of the Filmstrip

Briefly review the first three chapters of the filmstrip. Tell students that the fourth chapter is divided into two parts. Ask students to watch the first part carefully to discover what decision Tukuram has to make about the secret he shares with Govinda.

Traten de descubrir lo que tiene que hacer Tukurám con el secreto que comparte con Govinda. En esta filmina vemos que tiene un gran problema. Un elefante furioso hace mucho daño en el pueblo. Todos dicen que ha sido el rey de los elefantes el que ha hecho el daño. Entonces se van a quejar al príncipe y él da órdenes para que lo atrapen. Tukurám sabe que la gente está equivocada proque el rey de los elefantes estaba en otra parte. Tenía deseos, entonces, de revelar el secreto del lugar donde vive el elefante. Pero por otro lado, él sabe que es un secreto y que no debe contarle esto a nadie. Sita le recomienda que diga. El no sabe que hacer. Traten de decidir lo que debe hacer el niño.

Then show the first part of this chapter, stopping the filmstrip at the frame which indicates the point at which the discussion is to be conducted. (See below for suggested discussion questions and responses.)

In this part of the filmstrip, a wild elephant attacks a village near Tukuram's home. Some of the villagers tell the prince they think the Elephant King was responsible for the attack. He decrees that the Elephant King must be caught. Tukuram then must decide whether to reveal the whereabouts of the Elephant King or to keep that information secret, as he had promised Govinda.

After this part of Chapter Four has been shown, lead a discussion designed to help students analyze the conflict, evaluate alternatives, and decide what course of action to follow. Begin by asking:

- **Whose secret was Tukuram thinking about telling?**

  ¿Qué secreto pensaba contar Tukutam?

Students should recall that it was Govinda's secret.

- **What did Govinda want to keep secret? How did he keep it secret?**

  ¿Qué secreto quería guardar Govinda? ¿Qué hacía para guardarlo?

Students should recall that Govinda had asked Tukuram to promise never to tell anyone where the Elephant King lived.

- **Why didn't Govinda want anybody else to know where the Elephant King lived?**

  ¿Por qué no quería Govinda que nadie más supiera donde estaba el elefante?

Students should explain that Govinda believed that the Elephant King was the true prince of the jungle. Govinda wanted to make sure that the Elephant King was free to rule the jungle as he wished.

- **Why was Tukuram thinking about telling people where to find the Elephant King?**

  ¿Por qué pensaba Tukuram avisár donde estaba el elefante?

Students should explain that Tukuram was afraid that the Elephant King might have been the one who had attacked the village.

- **What might happen if Tukuram decides to keep the secret he shares with Govinda? (List student responses on the board.)**

  ¿Qué pasará si Tukuram decide guardar el secreto que comparte con Govinda?

Students should make and support inferences about the likely consequences of maintaining secrecy in this situation. For example:

a. If the Elephant King were responsible for the attack, he might attack other villages, hurting or even killing people.

b. People might discover that the Elephant King was not responsible for the previous attack.

c. Govinda would be glad that his secret wasn't revealed to others and would trust Tukuram.

d. The Elephant King's freedom would not be restricted unnecessarily.

- **Which of the things that might happen are helpful? Which are problems? Why?**

  De esto, ¿Qué es bueno? ¿Qué trae problemas? ¿Por qué?

Students should classify the consequences of maintaining secrecy which have been listed on the board as either helpful things (benefits) or problems (costs). Students should also be prepared to explain the reasons behind their classifications. In classifying the consequences listed above, items **b**, **c**, and **d** should be considered benefits and item **a**, a cost.

- **In what other ways might Tukuram handle this situation? What are the benefits and costs of each of these alternatives?**

  ¿De qué otra manera podría resolver la situación Tukuram?

Students should be encouraged to suggest alternative courses of action, e.g., telling the villagers where to find the Elephant King, going to Govinda to find out what he thinks should be done, or tracking down the Elephant King himself, and to discuss the probable benefits and costs of each.

- **What do you think Tukuram should do? Why?**

  ¿Qué les parece que debe hacer Tukuram? ¿Por qué?

Students should be encouraged to decide what they think should be done and to support their decisions in terms of the relative weight given to the benefits and costs of each.

At the end of the discussion, show the remainder of the filmstrip. Discuss any questions that students have about the conclusion.

3. Discussion: identifying considerations useful in deciding conflicts over privacy

Have students turn to page 17 of the student book. Directing their attention to **picture A**, select a student to read its caption. Then ask:

- **What was one of the things Tukuram was thinking about when he was trying to decide what to do?**

  ¿Qué se le ocurría a Tukuram cuando pensaba en lo que debía hacer?

Students should recall that Tukuram was thinking about the promise he had made to Govinda not to tell anyone where the Elephant King lived.

Then put the following heading on the board: "Things to Think About in Deciding Whether or Not to Keep Something Private or Secret." Under the heading write, "1. Has a promise been made?"

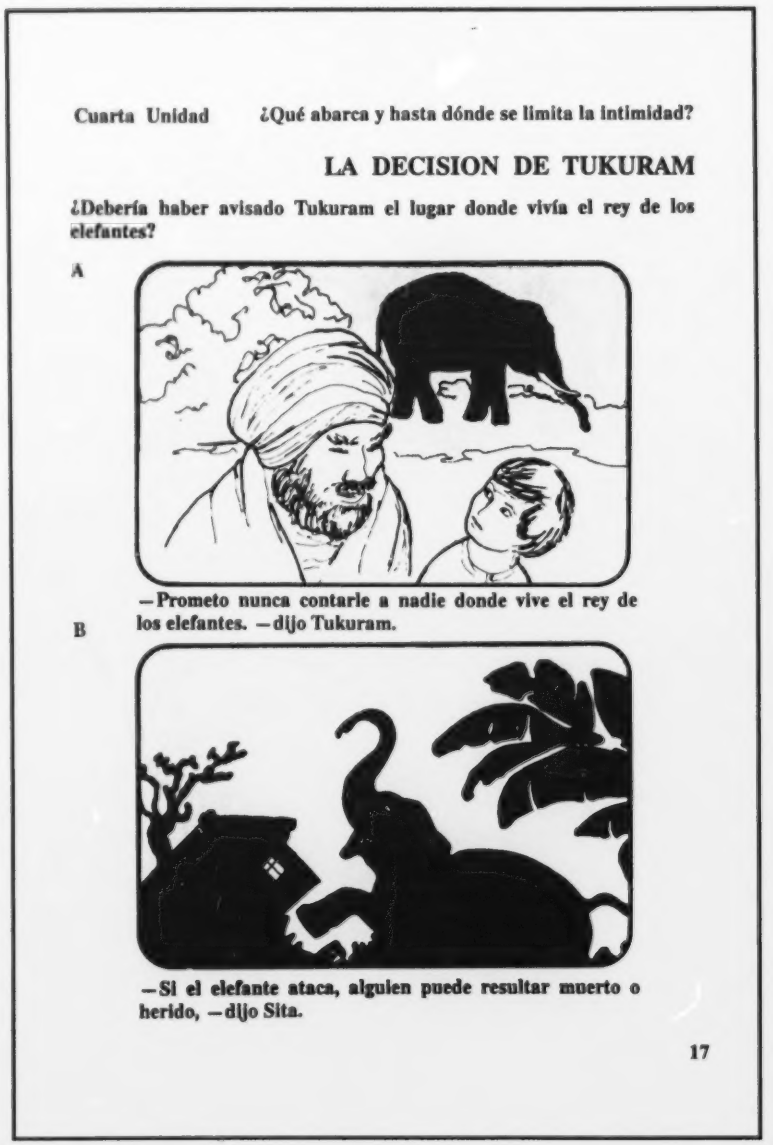
Next, directing students' attention to **picture B,** select a student to read its caption. Ask:

- **What else was Tukuram thinking about when he was trying to decide what to do?**

  ¿En qué más pensaba Tukuram. Cuando trataba de decidir lo que debía?

Students should recall that Tukuram was thinking about the possibility that people might be hurt or even killed if he didn't tell.

Under the heading write, "2. Might somebody get hurt if the secret is kept?"



Cuarta Unidad ¿Qué abarca y hasta dónde se limita la intimidad?

LA DECISION DE TUKURAM

¿Debería haber avisado Tukuram el lugar donde vivía el rey de los elefantes?

A

B

—Prometo nunca contarle a nadie donde vive el rey de los elefantes. —dijo Tukuram.

—Si el elefante ataca, alguien puede resultar muerto o herido, —dijo Sita.

17

Next, have students turn to page 18 of the student book. Directing their attention to the pictures on this page, select a student to read each caption. Explain that rules and laws such as the ones illustrated on this page are made to protect people's privacy.

Algunas veces se hacen leyes y reglamentos, como los que tenemos en esta página, para proteger la privacidad, intimidad de las personas. Entonces, es necesario pensar en estos antes de decidir si se debe o no se debe conservar algo privado.

Help students to understand that, as shown in these pictures, sometimes it is necessary to think about certain rules or laws in deciding whether or not to keep something private or secret. Then, under the heading, write, "3. Is there a rule or law that must be followed?"

Conclude the lesson by reviewing the list on the board. It is not important for students to attempt to remember this list. At this grade level, students are expected to apply the procedure and considerations described in the Unit Overview only when provided with the necessary information and questions and not to generate or recall the steps in the procedure.

REGLAS Y LEYES DE LA INTIMIDAD

Nunca se debe registrar un escritorio ajeno.

Nadie debe abrir una carta dirigida a otra persona.

18

LESSON NINE

LESSON OVERVIEW

This lesson provides students with an opportunity to apply the procedure and set of considerations useful for resolving conflicts over privacy. First, students read a story involving a privacy conflict. Then they are asked a series of questions designed to help them analyze the situation and evaluate alternative courses of action. Next, they draw captioned pictures illustrating the course(s) of action they prefer and discuss their decisions.

MATERIALS

Student book, page 19.

Drawing materials.

LESSON OBJECTIVE

Students should be able to apply the given procedure for analyzing and evaluating conflicts over privacy.

PROCEDURES

1. Reading and discussion

Have students read aloud the story, "Drip, Drip, Drip" *"Gota, Gota, Gota,"* on page 19 of the student book.

Drip, Drip, Drip

What should Wanda have done?

The Simmons family lived on the fourth floor of an apartment building. One afternoon, Wanda Simmons looked out the window. She saw her friends sitting across the street. Wanda decided to go outside, too.

Wanda started walking down the stairs. When she got to the second floor, she saw water dripping down from the ceiling. Wanda went back upstairs to look around. She saw that the door to the Jenkins family's apartment was open a little bit. Wanda could hear the sound of running water inside.

"Somebody probably forgot to turn off the water," Wanda thought.

So she knocked on the door. When nobody answered, Wanda knocked again. Then she called out to see if anybody was home. There was still no answer.

Since the Jenkins were family friends, Wanda thought about going in anyway. She knew she wasn't supposed to go inside anybody's apartment without permission. And she knew it was against the law. But the drip was getting worse and worse. Wanda stood there for a while, thinking.

What do you think she should have done?

Then ask the following questions which, in essence, incorporate the procedure for analyzing and evaluating conflicts over privacy.

- **Whose apartment was Wanda thinking about entering?**

  ¿En el apartamento de quién pensaba entrar Wanda?

Students should indentify the Jenkins family.

- **How do people usually prevent others from going into their homes and apartments?**

  Generalmente, ¿Qué hace la gente para evitar que otros entren en su casa o apartamento?

Students should explain that people usually lock their doors and windows.

- **Why might the Jenkins family not have wanted anyone to go into their apartment?**

  ¿Por qué razones no habría querido la familia Jenkins que nadie entrara en su apartamento?

GOTA, GOTA, GOTA

¿Qué debería hacer Wanda?

La familia Simmons vivía en el cuarto piso de un edificio de apartamentos. Una tarde Wanda Simmons miró por su ventana. Vio a unos amigos que estaban sentados en frente de su apartamento. Decidió salir ella también.

Wanda bajaba las escaleras. Cuando llegó al segundo piso vio que el techo goteaba. Wanda volvió a subir para ver lo que pasaba. Vio que la puerta del apartamento de la familia Jenkins estaba entreabierta. Se podía oír el sonido del agua que chorreaba.

—Seguranmente alguien se olvidó de cerrar una llave de agua, —pensó Wanda.

Tocó la puerta. Cuando nadie contestó, Wanda tocó otra vez. Preguntó si estaba alguien en casa. Pero nadie contestó.

Como los Jenkins eran amigos de su familia, Wanda pensó entrar de todos modos. Sabía que no se debia entra en apartamento de nadie sin permiso. Pero la gotera se estaba poniendo peor. Wanda se quedó allí parada pensando.

¿Qué crees que debería haber hecho?

19

Students should be encouraged to infer possible reasons, e.g., wanting to prevent theft or damage and not wanting anyone to look at personal papers or other private belongings.

- **Why was Wanda thinking about going into the Jenkins family's apartment?**

  ¿Por qué tenía que decidir Wanda si entrar o no en el apartamento de los Jenkin?

Students should explain that Wanda was thinking about shutting off the water which was flowing down through the ceiling.

- **What else do you think Wanda was thinking about while trying to decide what to do?**

  ¿En qué más pensaría Wanda mientras trataba de decidirse?

Students should be helped to apply the considerations learned in the previous lesson to this story. For example, they might say that she was thinking about (a) the safety and well-being of the other tenants in the building and (b) rules and laws forbidding her to enter another person's apartment without permission.

- **What might happen if Wanda respects the Jenkins family's privacy and doesn't go into the apartment? (List student responses on the board.)**

  ¿Qué podrá pasar si Wanda, respetando la intimidad de los Jenkins, no entra en el apartamento?

Students should make and support inferences about the likely consequences of maintaining privacy in this story, including, for example, the following.

a. Water might damage the Jenkins family's apartment and the rest of the building.

b. People might get hurt.

c. Much water might be wasted.

d. The Jenkins family might feel secure that their privacy is respected.

- **Which of these things would be helpful? Which would be problems? Why?**

De esto, ¿Qué sería beneficioso? ¿Qué traería problemas? ¿Por qué?

Students should classify the consequences of privacy which have been listed on the board as either helpful things (benefits) or problems (costs). Students should also be prepared to explain the reasons behind their classifications. In classifying the consequences listed above, item **d** would probably be seen as a helpful thing; items **a**–**c** would be seen as problems.

- **In what other ways could Wanda handle the situation?**

  ¿Qué más podría hacer Wanda en esta situación?

Students should be encouraged to suggest alternative courses of action, e.g., going into the apartment to turn the water off, having the building manager or superintendent deal with the problem, or asking the neighbors where she might find the Jenkins family, and to identify the benefits and costs of each.

2. Drawing activity: choosing a course of action

After students have suggested a variety of alternatives, ask them to draw a picture illustrating the course of action they prefer. Instruct them to write a sentence under their drawing describing the course of action illustrated. Allow approximately ten minutes for this activity to be completed.

3. Class discussion of decisions

Select students to come to the front of the room to show their drawings and read their captions to the rest of the class. Ask each student chosen to explain the reasoning underlying his or her decision. Encourage students to evaluate each decision after it has been presented, focusing on the benefits and costs of each. If it seems appropriate, have the class vote to adopt one of the suggestions or to amend one to make it acceptable to a majority.

LESSON TEN

LESSON OVERVIEW

The purpose of this lesson is to assess student achievement of the objectives for Units Three and Four. Students complete an evaluation exercise which calls for them to apply the procedure for analyzing and evaluating conflicts over privacy. In the course of applying this procedure, they identify some benefits and costs of privacy, thereby testing attainment of the objective for Unit Three.

MATERIALS

Student book, pages 20 – 22.

LESSON OBJECTIVE

Students should be able to apply the given procedure for analyzing and evaluating conflicts over privacy.

PROCEDURE

Evaluation Exercise for Units Three and Four

This evaluation exercise is designed to assess student achievement of the objectives for Units Three and Four. Have students turn to the two pictures on page 20 of the student book. Explain that they show things that happen in another story about Grey Eyes, the American Indian boy, who was a principal character in the story, "The Duck," from Unit One. Instruct students to listen carefully to the story, so they will be able to answer questions about the disagreement over privacy it contains.

Then read the following story to the class.

The Magic Feather

Grey Eyes, you will remember, was an American Indian boy who lived a long time ago. One day, after fishing for salmon at the river, the Indians started back to the village. Grey Eyes went off on a side path by himself. By the time it got dark, Grey Eyes was lost and very afraid.

Grey Eyes sat down. He was trying to figure out what to do. Then he saw a strange light on the ground. He walked over to see what it was. It turned out to be an eagle feather.

"A magic feather that shines in the dark!" shouted Grey Eyes. As soon as he held it in his hand, he knew exactly how to get home. As he neared the village, he stopped to think.

"The feather worked. It led me home like magic. But I must not show the feather to anyone or tell anyone about it. If I do, it won't be magic anymore." So Grey Eyes wrapped the feather in a cloth and tucked it in his belt. Then he walked into the village.

"There you are!" cried Grey Eyes's father. "Where have you been?"

"Just out for a walk," answered Grey Eyes.

"Out walking with my knife, I bet!" shouted Winter Sun, another boy in the village.

"What are you talking about?" asked Grey Eyes.

"My knife is gone," said Winter Sun. "I think you took it. That's why you're so late. It's wrapped in that cloth you have tucked in your belt."

"It is not. I don't have your knife," said Grey Eyes.

"Then show me what's in the cloth," said Winter Sun.

"No, I won't," said Grey Eyes. "It's not your knife, and I can't show you what it is. Believe me."

"I don't believe you," said Winter Sun.

Now Grey Eyes's father had something to say. "Let's try to settle this without a fight."

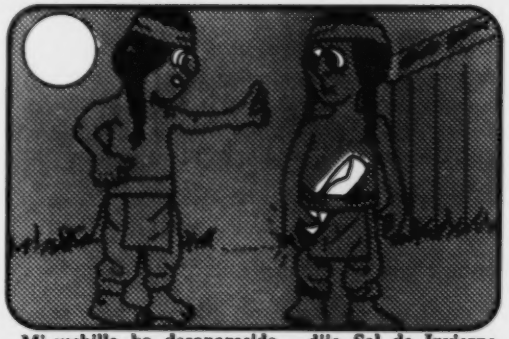
Unidades Tercera y Cuarta Evaluación

LA PLUMA MAGICA

A

—Es una pluma mágica que brilla en la oscuridad, —se dijo Ojos Grises.

B



—Mi cuchillo ha desaparecido, —dijo Sol de Invierno. —¡Yo creo que tú lo tienes!

20

So the three of them sat down and talked about how they might settle the disagreement.

After the story has been read, select students to read the captions under the pictures on page 20.

Next, have students turn to "A Privacy Review" *"Un Repaso De La Intimidad O Privacidad,"* on pages 21—22 of the student book. Read each of the questions and possible answers on these pages aloud, allowing sufficient time between each question for students to indicate their responses. (Separate answer sheets may be used.) Then have students correct their own papers in a classroom discussion of these items.

A Privacy Review

Directions: Put a circle around the letter next to each right answer.

1. Who wants privacy?
   a. Grey Eyes's father
   b. Winter Sun
   c. Grey Eyes
2. What does he want to keep private?
   a. He doesn't want to tell where he has been.
   b. He doesn't want to show what's in the cloth.
   c. He doesn't want anyone to know that he got home late.
3. Why does he want to keep it private?
   a. So that the feather will keep its magic power.
   b. So that no one will find the knife.
   c. So that his father won't know that he got lost.
4. Who doesn't want him to have privacy?
   a. Grey Eyes's father
   b. Winter Sun
   c. Grey Eyes

BEST COPY AVAILABLE

UN REPASO DE LA INTIMIDAD O PRIVACIDAD

INSTRUCCIONES: Marca con un círculo la letra de la respuesta correcta.

1. **¿Quién quiere guarda algo privado?**
   a. **El papá de Ojos Grises.**
   b. **Sol de Invierno.**
   c. **Ojos Grises.**

2. **¿Qué quiere mantener privado?**
   a. **No quiere decir donde ha estado.**
   b. **No quiere decir lo que hay en el trapo.**
   c. **No quiere que nadie sepa que llegó tarde a casa.**

3. **¿Por qué quiere mantenerlo privado?**
   a. **Para que la pluma mantenga su poder mágico.**
   b. **Para que nadie encuentre su cuchillo.**
   c. **Para que su papá no sepa que se ha perdido.**

4. **¿Quién se opone a que conserve su intimidad?**
   a. **El papá de Ojos Grises.**
   b. **Sol de Invierno.**
   c. **Ojos Grises.**

5. **¿Por qué se opone a que conserve su intimidad?**
   a. **Para que todos tengan poderes mágicos.**
   b. **Para poder ver si el cuchillo está en el trapo.**
   c. **Para que Ojos Grises nunca se vuelva a perder.**

La siguiente pregunta tiene más de una respuesta correcta.

6. **¿Qué pasará si Ojos Grises no le muestra a Sol de Invierno lo que tiene en el trapo?**
   a. **Ojos Grises conservará su poder mágico.**
   b. **El paño se ensuciará mucho.**
   c. **Sol de Invierno se enojará con él.**
   d. **Sol de Invierno se alegrará.**

7. **Mira las respuestas que marcaste en la pregunta 6. Pon una "B" al lado de la respuesta que muestre algo bueno que pasa. Pon una "P" al lado de la respuesta que muestre un problema.**

5. Why doesn't he want him to have privacy?

   a. So that everyone can have magic power.

   b. So that he can see if the knife is in the cloth.

   c. So that Grey Eyes won't ever get lost again.

The next question has more than one right answer.

6. What might happen if Grey Eyes doesn't show Winter Sun what is in the cloth?

   a. Grey Eyes still will have magic power.

   b. The cloth will get very dirty.

   c. Winter Sun will be angry with him.

   d. Winter Sun will be happy.

7. Look at the answers you circled for questions 6. Put an **H** next to an answer that shows something which is helpful. Put a **P** next to an answer that shows something which is a problem.

Students should have circled the following answers:

1. c
2. b
3. a
4. b
5. b
6. a and c

Students should have placed an **H** next to 6a and a **P** next to 6c.Continue the evaluation exercise by asking:

- **What are some other ways in which this disagreement might be settled? What are some of the helpful things and problems which might result from these ways?**

  ¿De qué otra manera podria resolverse este desacuerdo? ¿Qué ventajas tendrá eso? ¿Qué problemas?

Students should suggest alternative means of dealing with the situation described in this story. The following are examples.

   a. Grey Eyes could give in and show Winter Sun what he has in the cloth.

   b. Grey Eyes could show his father what he has and ask him to tell Winter Sun that it is not his knife.

   c. Grey Eyes could let Winter Sun feel what he has in the cloth so he will know it is not his knife.

Students should also identify the helpful things (benefits) and problems (costs) which might result from each of the alternatives they suggest.

- **Which of these ways of resolving this privacy conflict do you prefer? Why?**

  ¿Cuál de las soluciones de este conflicto de intimidad te gusta más? ¿por qué?

Students should select from among the alternative ways of resolving the conflict which they have proposed and explain the basis for their choice.

Scoring Criteria

Students should have been able to answer five of the six multiple choice questions correctly. Their responses to the remaining questions should reflect an understanding of the procedure and an ability to apply it in a reasoned manner. In assessing attainment of the objectives for Unit Three, only the answers to questions 6 and 7 should be considered. Students should have been able to circle answers **a** and **c** and correctly label the former as a helpful thing and the latter as a problem.

Enrichment Activities

These additional activities are designed to help students learn more about how to analyze and evaluate conflicts over privacy.

1. Have students describe conflicts over privacy they have seen on television or read about. Then ask students to discuss how they would have settled these conflicts and to explain the reasons underlying their decisions.

2. Have students create a story in which a conflict over privacy or secrecy arises. Ask one student to begin the story. After this student has begun the story, ask another student to contribute a sentence. Continue calling on other students to add to the story. When the story is concluded, have students draw pictures which illustrate the conflict over privacy described in the story.

3. Have students create another story about the American Indian boy, Grey Eyes. Ask them to include another problem Grey Eyes has involving privacy. Then call on students to act out endings to this story, in which they decide how to settle the privacy conflict. Call on several groups of students to act out several different endings.

LAW IN A FREE SOCIETY

A civic education project of the Center for Civic Education,
a California nonprofit corporation established by and
affiliated with the State Bar of California.

BEST COPY AVAILABLE